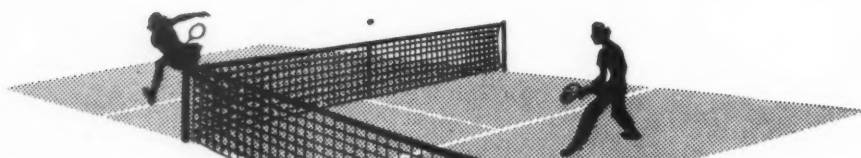


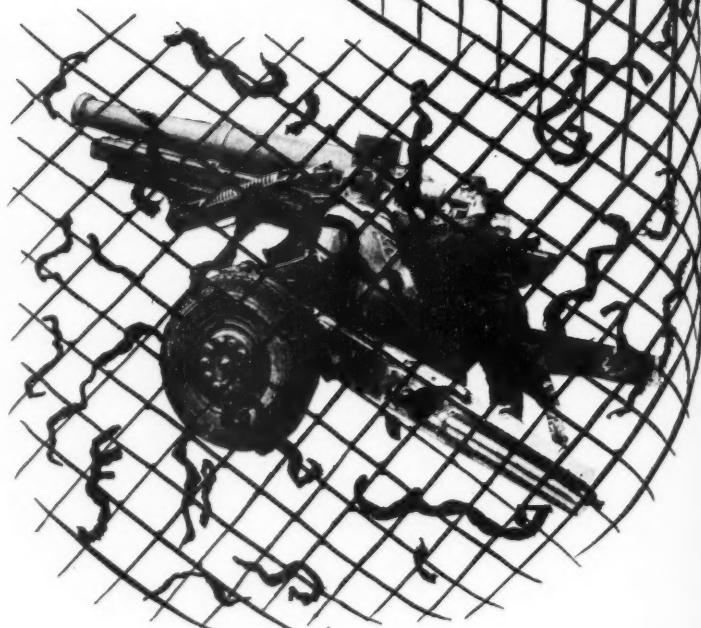
SCHOLASTIC COACH





wartime tennis

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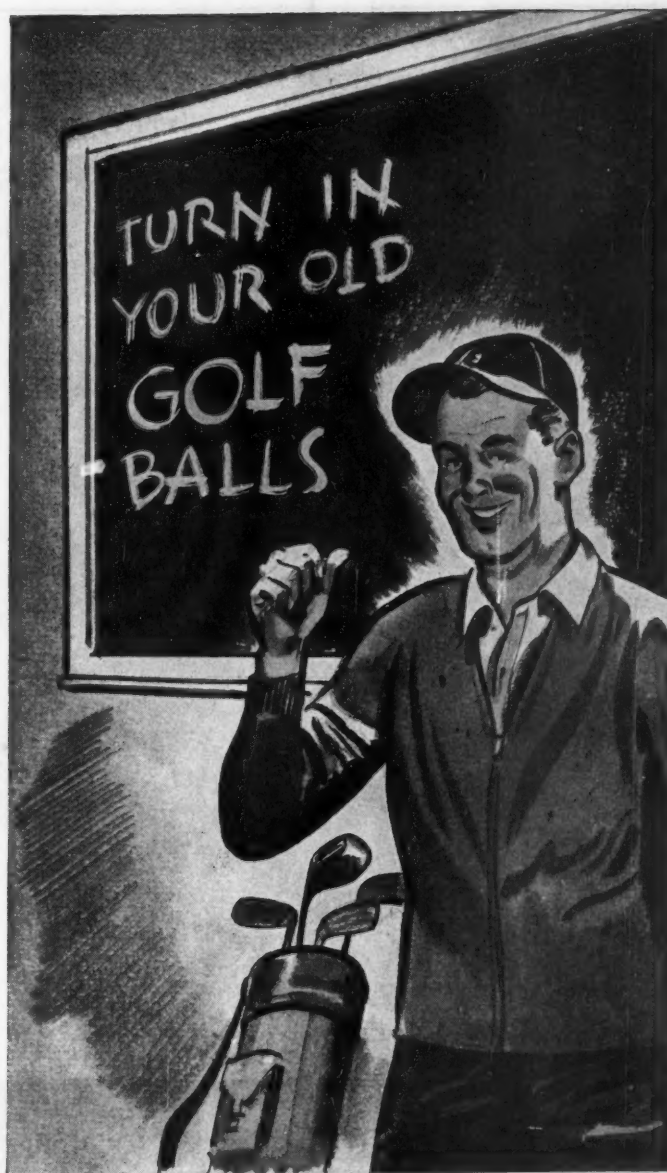
• This is a pep talk—from us, to you, to them—to save the game by saving golf balls! Pass the word along to students now. Unless we get old balls, we can't deliver reprocessed Spalding Golf Balls.

COAX 'EM!

CONVINCE 'EM!

COMMANDO THEM!

No matter how old the ball, it's needed. And, remember, it is vitally important *who* does the reprocessing. So, send them to Spalding and be sure of upholding fine play! A. G. Spalding & Bros., Division of Spalding Sales Corporation.



SPALDING Golf Ball Salvage Plan

SPALDING SETS THE



PACE IN SPORTS





REMEMBER, a War Bond
isn't a gift—It's THRIFT!

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athletic fabrics
gone to war!



SCHOLASTIC COACH

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LT. RAWLINGSON'S

One Shot

IN GREECE, a weary British rearguard slogs over a bridge of the Corinth Canal. Engineers remain to lay demolition charges. Before they can be fired, German parachutists shower down, seize the bridge. Engineer Lt. Rawlingson escapes, hides in a hole. The Germans search frantically for the hidden TNT. Suddenly, Rawlingson spies one of the distant detonators—no larger than a cigarette, hanging by the connecting wire against the gray stone of the bridge. Raising his rifle, he sights carefully—fires! A deafening roar. Bridge and Germans fall, a tangled mass, into the Canal. The British trudge on toward their ships—*saved by a rifleman*. (This is a true story, except for the rifleman's name, from the September 1942 issue of *The American Rifleman*.)

EVER SINCE rifling turned guns into deadly precision instruments, the trained rifleman has been the backbone of the army.

Our own history, especially, has been the history of men who shot faster and straighter than their

foes. But America is no longer "a nation of marksmen"—*less than 2% of inductees know anything about rifle arms*. That is why fire-arms manufacturer O. F. Mossberg & Sons, Inc. urges *all* owners of .22 calibre rifles to . . .

Share your rifle with your neighbor

Under the nationwide Training Program sponsored by the National Rifle Association, Washington, D.C.



This program trains *qualified men* in the use of small arms.

It is invaluable to civilian defense units, guards, etc., and to *all* prospective service men. Even quartermasters, signal corps and cooks are armed—and must learn how to shoot—in *this* war. And the basic principles of aiming and trigger release are the same for riflemen, artillerymen, pursuit pilots and bombardiers.

So . . . share your rifle with your neighbor, under

the NRA training program. Help teach patriotic boys—and men—how to use a gun. Ammunition is made available through the National Rifle Ass'n. *Join, or start, a local rifle club—now!*

Take a *real step* toward making America, once more, a nation of marksmen—*unconquerable!* Mail the coupon for helpful, free booklets—today.

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Today, 100% in war work. In normal times, manufacturers of 22 cal. RIFLES, SHOTGUNS, TELESCOPE SIGHTS, TARGO GUNS AND EQUIPMENT.

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New Haven, Conn.

Please send my copy of "The Guidebook to Rifle Marksmanship."

Please send me the N. R. A. booklet on how to organize and conduct a shooting club.

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booklets
desired.

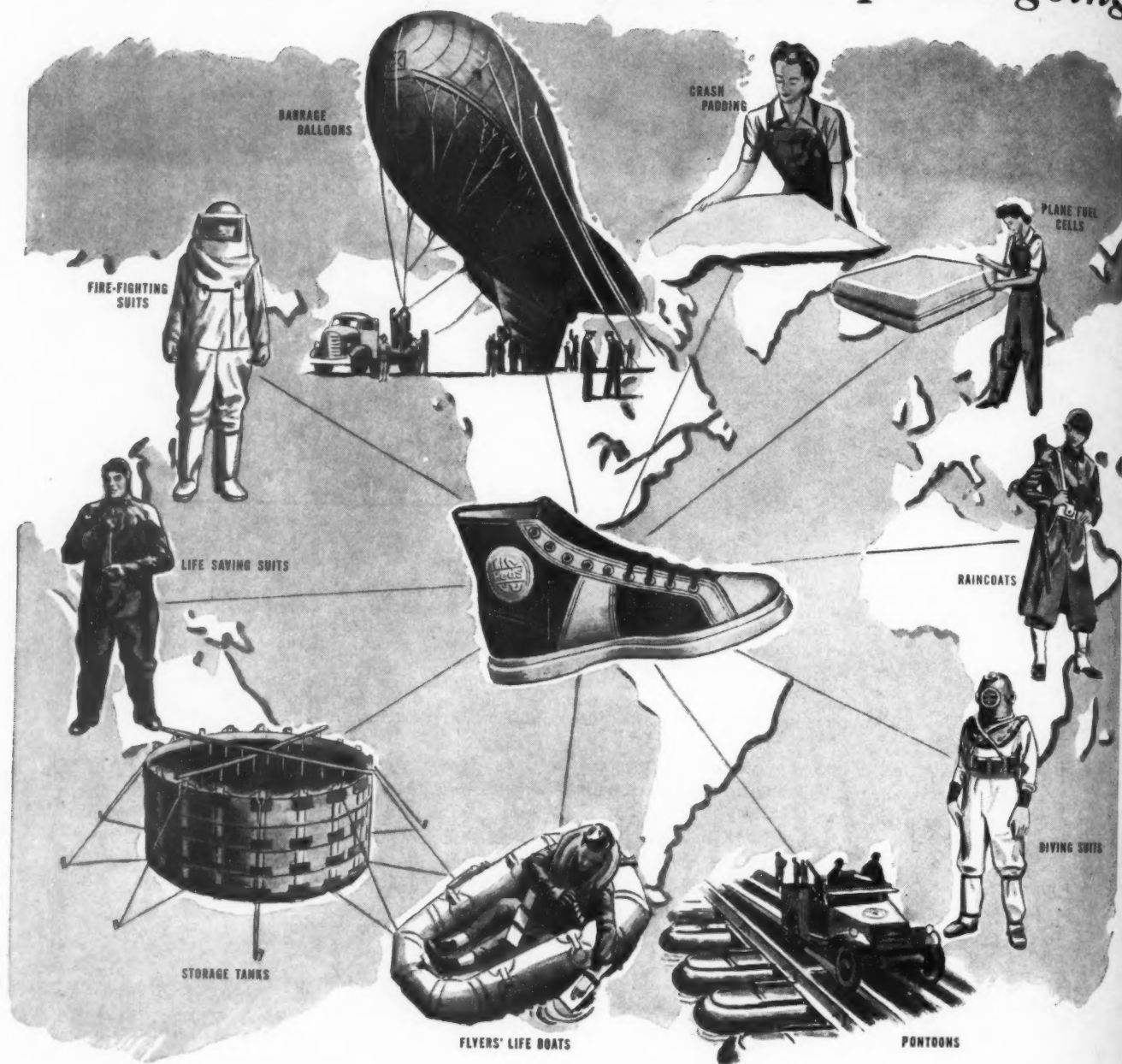
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Where **Keds** fabrics,
rubber and craftsmanship are going



These are just a few of the many war products being made for our armed forces of the fabrics and rubber that used to go into Keds. The same skilled workmen who made Keds before the war are now turning out this vital equipment.

Today, Keds are precious. They can be made to

last longer by washing them frequently. Don't put Keds away near heat or in sunlight. Keep Keds away from oil and grease. Repair all broken stitches promptly. Don't throw away a single pair that has any wear left. Any that are too far gone will be welcome at your local salvage station.

REG. U. S. PAT. OFF. **Keds**  **SPORTS DEPARTMENT**

UNITED STATES RUBBER COMPANY

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BEING no more clairvoyant than the next fellow, we did not divine this war nor did we foresee the need for an army of deadshots.

Nevertheless, we have always supported riflery as a school sport. Just as we supported football, basketball, baseball, and the other fine sports. It seemed to be good, wholesome fun and an excellent means of physical and mental training.

To the argument that it encouraged militarism, we turned our back. We felt then and we feel now, a boy who shoots bullets at bull's-eyes is no more a potential militarist than a boy who shoots basketballs at hoops.

However, it is not our intention to present a brief for riflery. First, because none is needed. Second, because W. H. Keister does it all too well in his article on page 7.

It was just a coincidence that, after reading Mr. Keister's article, we came across a newspaper item that corroborated everything our author had said. The item was to the effect that a Lieutenant MacArthur Robert Powers, late last month, shot down four Junkers 52s and one Messerschmitt 109 in an air battle over the Mediterranean.

If any proof was needed that a man possessing a thorough grounding in rifle marksmanship can quickly adapt himself to the handling of all other arms, here it was. For Lieutenant Powers was captain of his rifle team when he attended Far Rockaway High School in Long Island, N. Y.

There is no record that his marksmanship training developed a killer or militaristic strain. On the contrary. His mother makes it plain that her son is an idealist, "not a killer." He enlisted in 1941 because "he felt that this war is against Christianity and that he could not sit on the sidelines."

SOME time very soon, your high school will receive a batch of "vest pocket" biographical cards which you will be asked to distribute to every student.

The cards have been worked up by the U. S. Office of Education and the War Department in cooperation with the War Manpower Commission for the purpose of gleaning a complete school and job history of every high school student in the land.

Here Below

While the cards will be filled out and kept in the schools, a copy will be given to the student upon graduation or whenever he or she leaves school. The Army will use them as an additional screen in the classification of high school selectees. Should the student enter a war industry, however, the cards will serve as the basis for occupational placement.

The academic standing and achievements of each student will be recorded, and listed as either average, above or below average. Subjects preferred by the student will be connoted as well as the studies liked least. Hobbies and extra-curricular activities will also be included, as the government may want a boy to fill a certain job in which his avocational background is valuable.

Other items of interest include: Vocational preparation and preinduction courses, wage-earning experience while in secondary school, and post-secondary-school training. Later on, the student's score on Army-Navy tests will also be entered on the card.

THE High School Victory Corps is seven months old and doing quite nicely, thank you. Over 60 percent of our high schools have adopted this splendid wartime baby. But since they are operating without sufficient funds, the fundamental purpose of the Corps has not been achieved.

Federal aid is needed to expand our physical education, math, physics, and pre-flight aeronautical courses.

Now before the Senate Education and Labor Committee is a bill which will provide this assistance. Introduced by Senator Carl Hayden, Democrat of Arizona, it would provide \$8,484,377 in federal aid to state school systems next year. In addition, the measure asks for \$912,513 to be used for the remainder of the present fiscal year.

Of the proposed allotment for next year, \$3,009,300 would be used for medical examinations; \$2,293,918 for improvement of physical education teachers; \$1,146,959 for teachers of aeronautics, math, and science; and \$2,034,200 for administrative and instructional services.

The bill has the endorsement of both the War and Navy departments. Keep your eye on it.

EVER since he took over our *Coaches' Corner*, the erudite Bill Wood has been threatening to whip up an anthology of short stories and articles on sports. Well, he's gone and done it—with the help of two of his colleagues at Evanston Township High School—Francis L. Bacon and David Cameron.

The book is called, *Just for the Sport*, and a nice job it is. It's slanted for high school students but can be read with enjoyment by anybody.

We were delighted to read for the second time, *The Hero*, by Margaret Weymouth Jackson, which is the best basketball story we've ever read (and written by a woman, no less!); *The Cockeyed Wonder*, by Richard Macaulay, a basketball tale you may rank over *The Hero*; *Top Man*, by James Ramsey Ullman, a mountain climbing story that's absolutely tops; *The Maltese Cat*, the unusual polo story by Rudyard Kipling; and *Hurry Kane*, by the incomparable Ring Lardner.

WHILE in a reviewing mood, we'd like to say a few nice things about the National League's new film, *Baseball, Technique and Tactics*. Produced by Ethan Allen, one of the shrewdest baseball men extant, it is as instructive a sports film as we have ever seen. As well it should be, for into it has gone the most technical sequences of the last three National League films. There is no hoopla; no diversions—it is all sound, fundamental baseball.

Each phase is identified by title, as are the players—all great National League stars—which makes the film practical for either a silent or a sound projector.

Since the League's Film Bureau is no longer in operation, the film is available only through outright purchase. It will not be distributed on a free rental basis as in the past.

"EQUAL OR BETTER"

Is Wilson's Code in Leather Today

The diagram shows how Wilson's expert cutters mark off a perfect half hide to meet Wilson standards. The one-third of the half hide marked No. 1 is where the finest leather is to be expected. Injuries or large, deep, brand marks, which often occur in cattle, may reduce the usable area. But it is from this "prime" section that we cut Wilson's top grade "official" basketballs and footballs. The next third, comprising sections marked No. 2 and No. 3, is used for Wilson's second and third grade basketballs and footballs, respectively. The balance of the hide, made up of sections 4, 5, and 6, supplies leather for lower-priced footballs only.

When your dealer orders from Wilson he gets "equal or better" than the grade specified. Our Wilson policy is to protect you by keeping the quality *up*, not *down*.



**THESE TWO BALLS
LOOK IDENTICAL TO THE
MOST CRITICAL EYE**

Yet one has a vital flaw

Because during war-time it is more difficult to get enough of the finest prime grade leather required for top *quality* balls, there is a temptation to *drop down* to off-grade leathers.

A basketball, or football, made of off-grade leathers, may *look* just as good as a ball made with "prime quality" leather. But its performance and service will be impaired.

The "Wilson" basketballs and footballs you buy from your dealer *today* can be bought with the same assurance of quality and maximum serviceability as was true before the war.

To our minds, America's competitive sports and our dealers' good reputation are much too important to be trifled with, even to the extent of using the war as an excuse for the use of "off-grade" leather.

The name "Wilson" on a basketball, football, or soccer ball is your guarantee of maximum *quality* for the price, *today as always*.

WILSON SPORTING GOODS CO.
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Wilson
QUALITY SPORTS EQUIPMENT

IT'S WILSON TODAY IN SPORTS EQUIPMENT

HIGH SCHOOL

Coach Tom Ireland of Myrtle Creek, Ore., High School teaching his nimrods the art of aiming (left) and the use of the sighting bar (below).



MARKSMANSHIP

By William H. Keister

W. H. Keister, head of the science department at the Oakmont, Pa., High School, is a life member of the National Rifle Association. He is the instructor of the local American Legion Jr. Rifle Club, chairman of the Rifle Committee of the state American Legion, and a member of the Marksmanship (National) Committee of the American Legion.

THE marksmanship program has a three-fold value in our educational system. First, as a national defense measure, which no one will question. Second, as an educational force, which merits some discussion since comparatively few teachers are aware of it. And, third, as a recreational activity.

Evidence of the need for a marksmanship program may be found in the statistics recently issued by the War Department. These show that less than two percent of our inductees know how to handle firearms properly. This, in a country which was once known throughout the world as a "Nation of Riflemen!"

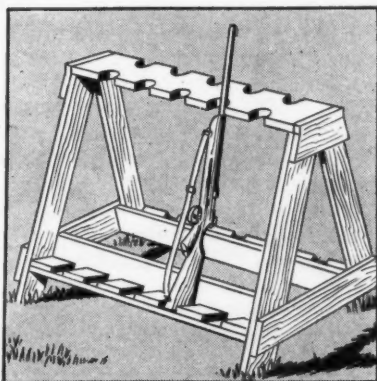
Every boy has the urge to use a rifle. In his adolescence, he worships Daniel Boone, Davvy Crockett, Kit Carson, and other famous American riflemen. But his desire to shoot is usually suppressed. We fear that teaching him to shoot might encourage militarism. So he sneaks guns out of the house and, in secluded spots, practices with his friends the ridiculous antics of his screen heroes.

The results of many of these clandestine affairs we know too well—fatal or near fatal accidents,

which convince us more than ever that "guns are dangerous." If the boy is fortunate enough to come through this period with a whole skin, his own impression of guns is the same as that of his parents; for, looking back on his own experience, he realizes the danger to life and limb he has escaped and takes an attitude toward marksmanship training similar to the one which has kept him from being properly trained.

On the other hand, if we teach our boys the way guns are made, the construction and power of the cartridge, and the proper way to handle and shoot a gun, we assist in developing, not fear, but a wholesome respect for guns, and a calm confidence in his ability to defend himself.

In Switzerland every male citizen



This useful gun rack is very easily constructed at practically no cost.

is not only encouraged, but is required to possess and to know how to use a rifle. That nation remained at peace through World War I and is still at peace in World War II.

From an educational standpoint, the marksmanship program, when properly conducted, develops to a high degree that great essential to success, self-control. In other activities, nervousness and errors of judgment may be covered up by action. Not so in rifle shooting. Mastery of one's self is the only way to become a master rifleman. Control of every nerve and muscle must be complete.

The young marksman learns that to shoot straight, he must live straight; and he formulates for himself a program of regular habits and wholesome living. He learns to be patient and persevering under trying circumstances, to combat overconfidence and discouragement—and he learns it from his own experience. No one needs to teach him.

Relaxation is one of the first essentials taught in a rifle course. How difficult it is for most of us to relax completely, and yet, unless you can do this you cannot become a good rifle shot.

If nothing more were accomplished, this alone would justify the adoption of rifle shooting as a school sport. But much more of recreational value is accomplished. This is a sport which takes the participant

out into the open. The outdoor range must, of necessity, be away from the congested city or town, and a period spent on the range in the fresh air and bright sunshine is a health-building period of the first order.

Rifle shooting is not one of the "glamour sports" with a few players on the range and a crowd in the stands looking on and cheering. It will not fill the athletic treasury, but its return will be in the form of a calmer, better disciplined, and more "participating" citizenry. For in this game everyone is a player, and it is possible for practically everyone to participate.

The only physical requirements are fair eyesight and strength enough to hold a gun. The boy or girl who is physically handicapped in the more strenuous sports can take part and often excell in this, and it is a hobby which one may continue into old age. In many rifle matches we find boys and girls and men and women ranging in age from twelve to seventy, all competing on the same firing line, and all having the time of their lives.

To start a marksmanship program

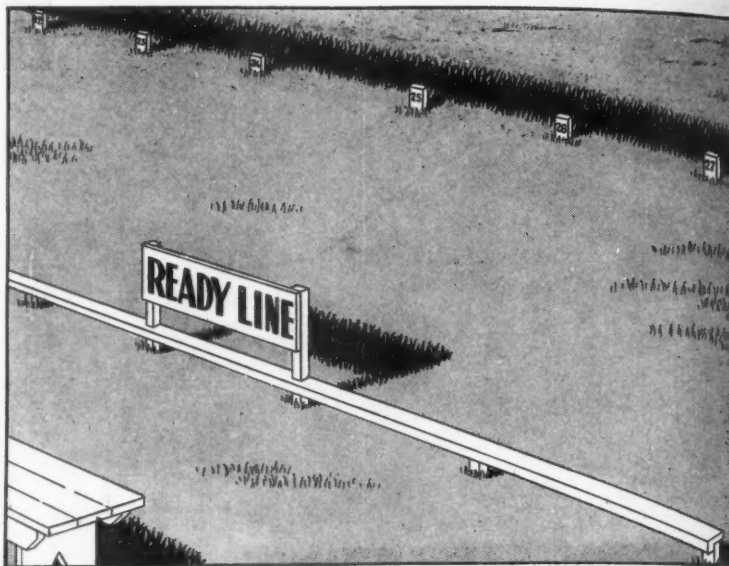
If you're interested in enrolling your school in an intramural rifle tournament, see announcement on page 22.

you will need, first, an instructor; second, a place to shoot; and, third, equipment, including rifles and ammunition.

Any teacher who has the time can qualify as a Junior Instructor in ten or twelve hours study of the N.R.A. Junior Instructor's Manual, then sending in the written examination. (For study manual, check coupon on page 22.) Previous marksmanship training and experience will help but is not strictly necessary.

For those schools which do not already have a marksmanship program in operation, it will hardly be possible to provide an indoor range during the present school term, but in most cases it will be possible to find a suitable outdoor site on which to construct a satisfactory range.

As a suggestion for quickly locating a suitable site, a meeting of the school Hiking Club, Boy or Girl Scouts, and Sketching Club, might be called, and the specifications for the ground required put before them. Some of this group may be able to tell you at once just where to find the place you are looking for.



FIRING POINTS on uncovered firing line are designated by 2- by 4-in. white stakes with black numerals corresponding with target numbers.

It will be well to get a line on several places, then visit and look them over.

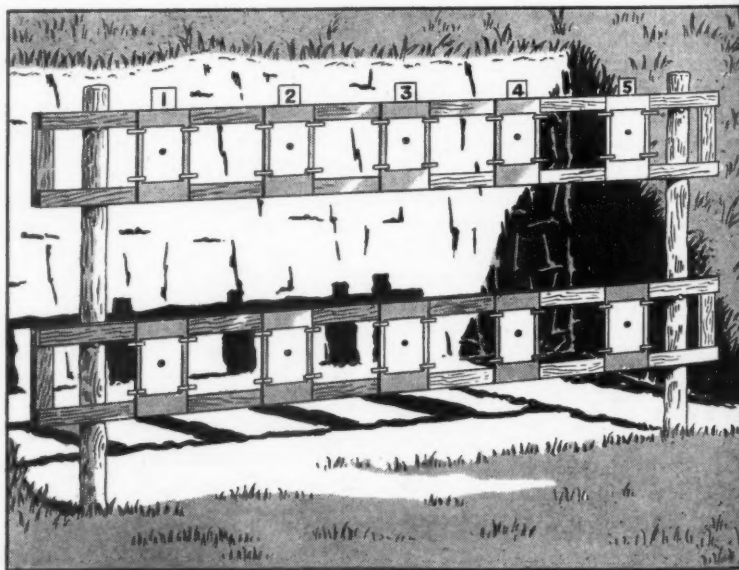
When you have found the one which most nearly meets the requirements, visit the owner of the land and explain the project. He, of course, must be assured that his property will be properly protected and he, in turn, should give the school a written lease on the land so that you will be protected on any shelters or construction you may wish to erect.

Safety and accessibility are the two main factors to be considered in the selection of a range site. When one of these factors must be subordinated to obtain the other, accessibility must always give way to safety. But it is silly to build a range so far away from car, bus,

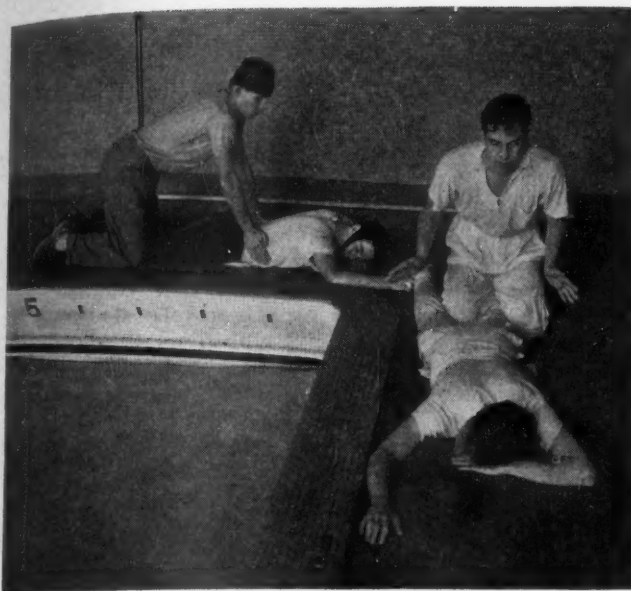
or trolley lines that it takes too great an effort to reach it. To secure reasonable accessibility, it will pay to go to additional expense to provide artificial means of safety.

Common sense will tell you that persons and property must not be endangered by the firing; so, first of all, you must think of where the bullets will go after they go through the target. Do not forget those stray shots that may go wide of the mark. The backstop, hence, is the first consideration. An ideal backstop is a steep hill rising back of the target line, and the surface should be free from stones and underbrush. The stones cause ricochets in new and unexpected directions, and the underbrush will conceal persons or animals which might in-

(Continued on page 18)



TARGET BUTT, simple and efficient, consisting of two posts planted in ground directly in front of the backstop and about eight feet apart.



The Schafer Prone Pressure Method of Resuscitation.



The Silvester Method of Resuscitation (victim supine).

RESUSCITATION AND FIRST AID

By Dr. Thomas Kirk Cureton

This article is condensed from the chapter on Resuscitation and Water First Aid in Dr. Thomas Kirk Cureton's new book, "Warfare Aquatics," and is reprinted with permission of the Stipes Publishing Co. A review of the book may be found on page 30.

AT THIS time there are four methods of resuscitation in common use:

1. The Silvester method which is widely used by the United States Coast Guard operators and is in use by doctors and first aid workers when it is desirable to put the patient on the back.

2. The Schafer method which is preferred by the American Red Cross in its first aid work.

3. The Nielsen method which has increased greatly in popularity.*

4. Mechanical resuscitation with the E & J or McKesson equipment.

Modern workers in resuscitation should be trained in all of these methods because they will all be found in use and each one of them has advantages under certain conditions.

Nielsen Method

This method was devised by Colonel Nielsen in charge of the Danish Life Saving work where it is generally considered superior to the Schafer method. The physiological evidence has been interpreted by Colonel Nielsen and others in favor

of this method because it more nearly corresponds to natural deep breathing and offers greater stimulation to circulation. It also decreases the potential danger of causing internal injuries by great pressure on the abdominal organs. It affords an easier position from which to operate than the Schafer method. It also leaves the greater part of the body free to be worked upon with massage. The operational instructions are as follows:

1. The side of the face is placed on the back of one or both hands which are bent at the elbows and crossed under the face. The body is freed as quickly as possible of tight garments and the nose and mouth are checked to see that they are perfectly free to breathe. A slap on the back is given to help open the mouth and make the tongue fall forward.

2. The operator kneels on one knee at the head of the victim and presses downward on the shoulder blades with the palms of the hands and with fingers widely separated. Pressure is exerted evenly and smoothly in the downward direction for about $2\frac{1}{2}$ seconds.

3. The operator relaxes the pressure and seizes the upper arms just above the elbows and lifts them vigorously upward for 4 or 5 inches to assist the expiration of the chest and the inspiration of the air. This is a unique feature of the Nielsen method. The arms are lowered and the cycle is repeated at a rate of approximately $2\frac{1}{2}$ to 3 seconds relaxation and stretching on the chest.

4. During the application of the movements supplemental treatment is applied in the way of hot pads or stones, vigorous rubbing of parts of the body toward the heart, slapping the bottoms of the feet and other methods of reflex stimulation.

5. A change of operators is made whenever needed without interfering with the respiratory movements.

Silvester Method

A brief description of the Silvester method of resuscitation is given as follows:

1. The subject is placed upon the back and the mouth is cleaned and the tongue pulled forward.

2. The operator works from the head end and places his hands over those of the subject. The subject's arms are raised sideward and upward to an overhead position for 2 seconds. This movement assists the inspiration.

3. The hands are placed back on the chest over the lower ribs and pressure is exerted downward for about 3 seconds until as much air has been forced out of the chest as possible.

4. The movements are continued at a rate of about 12 to 15 per minute.

5. Supplemental treatment is applied by an assistant. It may be necessary to tie the tongue forward or to hold it. It can easily be determined from this position whether the subject is breathing or not. If the cheek is lowered to a position direct-

*Lt. Col. Holger Nielsen and the Danish Resuscitation Commission; Dr. H. Bendtsen (Chairman), Dr. Svend Hansen, Dr. Paul Guildal, C. Holstein-Rathlou, Prof. August Krogh, Dr. J. Lindhard, C. B. Pederson, Dr. F. Svendsen.

ly over the nose and mouth, any expired air can be easily detected. Massage, heat and stimulation of reflexes should be applied. If an assistant operator is available he should call the doctor and apply supplemental treatment.

Schafer method

A brief description of the Schafer method of resuscitation is given as follows:

1. The subject is placed in the prone position with the head turned to one side and placed over the back of the hand or over a handkerchief or other garments. The mouth should be cleaned and the tongue pulled forward.

2. The operator kneels astride one or both legs so that his knees are about even with the subject's knees. The hands are placed on the body about 4 inches apart with the fingers together and following the line of conformation of the lower ribs.

3. The pressure is forward and downward with straight arms for about 3 seconds, followed by a quick removal of the hands and relaxation on the part of the operator for 2 seconds. This alternation of pressure and relaxation is continued at 12 respirations per minute.

4. Supplemental treatment should be applied by an assistant operator, who telephones the doctor, secures warm clothing and a blanket, cuts off the wet clothing, assists with massage and stands by to change position with the operator performing the resuscitation.

Mechanical methods

Doctor C. K. Drinker and Doctor Lewis A. Shaw of Harvard University constructed a heavy resuscitator (1929) about six feet in length and two and one-half feet in width and a depth which accommodates the body with the exception of the head, which is exposed and insulated from within by a collar. It was considered the first satisfactory appliance for administering artificial respiration over long periods.

A regular rhythmic respiration is produced at about 15 to 25 breaths per minute by air pressure which is alternately fed in and forced out in imitation of the act of breathing. The incoming air current bears down on the chest and abdomen of the patient and causes him to exhale, and the diminished pressure causes his lungs to inflate. Mechanical resuscitators of a much improved form for portable use have been introduced by the E & J Manufacturing Company and the McKesson Appliance Company. These are widely used in

American hospitals and are absolutely approved.

An excellent technical report has been prepared by Dr. Coryllos* who maintains that the apparatus is easily effective in the hands of non-medical rescue squads. These new combination inhalators and resuscitators have been subjected to exacting experimental investigation with favorable results. It is maintained that in the presence of apnea and beginning relaxation of the muscular system that only the mechanical methods of forcible insufflation of oxygen into the lungs can produce successful resuscitation. The modern methods permit forceful mechanical insufflation-suction until respiratory movements begin. Then the device is changed by a valve to a steady stream as an inhalator.

Supplemental treatment

Steinhaus has pointed out that the circulatory system has a great deal to do with the chances of recovery. When the heart is beating feebly the pressure in the capillaries is less than 10 per cent of the original pressure imparted to the blood by the heart (5 to 10 m.m. Hg.). It is highly important to do anything possible to aid the return flow of blood to the heart. The two principal methods are (1) the contracting and relaxing of skeletal muscles and the (2) forceful respiratory movements.

Steinhaus recommends exercising

*P. N. Coryllos, "Mechanical Resuscitation in Advanced Forms of Asphyxia," *Surgery, Gynecology & Obstetrics*, 66: 698-722 (April, 1938).

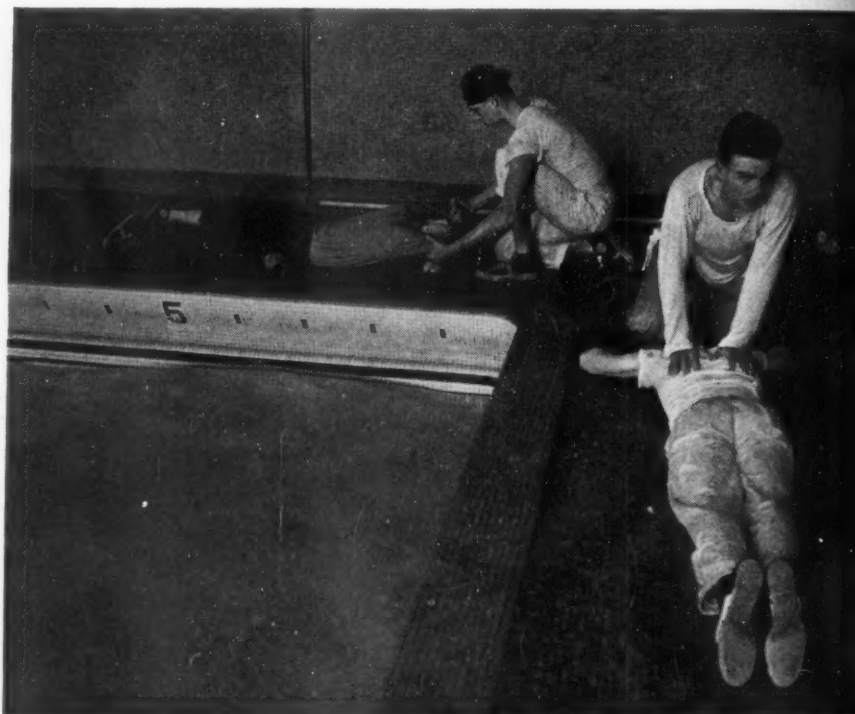
the arms and the legs and exerting pressure on the abdomen during the inspiratory phase of respiration. The arm exercise involved in the Silvester method is possibly helpful and in addition, the legs may be exercised by pushing the knees up toward the chest a number of times while holding the feet. This circulatory viewpoint of resuscitation indicates that it is highly important to have the subject placed so that the head is downhill and gravity assists the return flow of blood to the heart.

Another point is that pressure should be gradually applied to minimize the effect of increasing the intra-thoracic pressure and checking the return flow of blood to the heart. With the patient on the back the legs may be lifted or exercised as suggested. This is the strong reason for methods which use the supine position.

Circulation may be assisted by massage toward the heart. The rubbing should be over the big veins by stroking movements continuously applied in the direction of the heart. A strong slap should be given on the back before starting pressure in the prone position. It may also be helpful to slap the bottoms of the feet and the face, pull the hair and apply rectal dilation. Colonel Nielsen emphasizes that it is better to rough up the body and it should never be allowed to lie quietly.

Vibratory tapping (100 times per minute) over the heart area may provide stimulation to the heart. Re-

(Continued on page 24)



Nielsen Resuscitation Method, arms bent at elbows, hands crossed under face.

Pivot at Second

THESE unusual split-screen pictures offer an excellent opportunity to study and compare two methods of pivoting at second as demonstrated by Frank Gustine, Pittsburgh Pirate second baseman, in the new 1943 National League film, *Baseball Technique and Tactics*, directed by Ethan Allen. In the left half of the panels, Gustine hits the bag with his left foot, takes the lob without breaking stride,

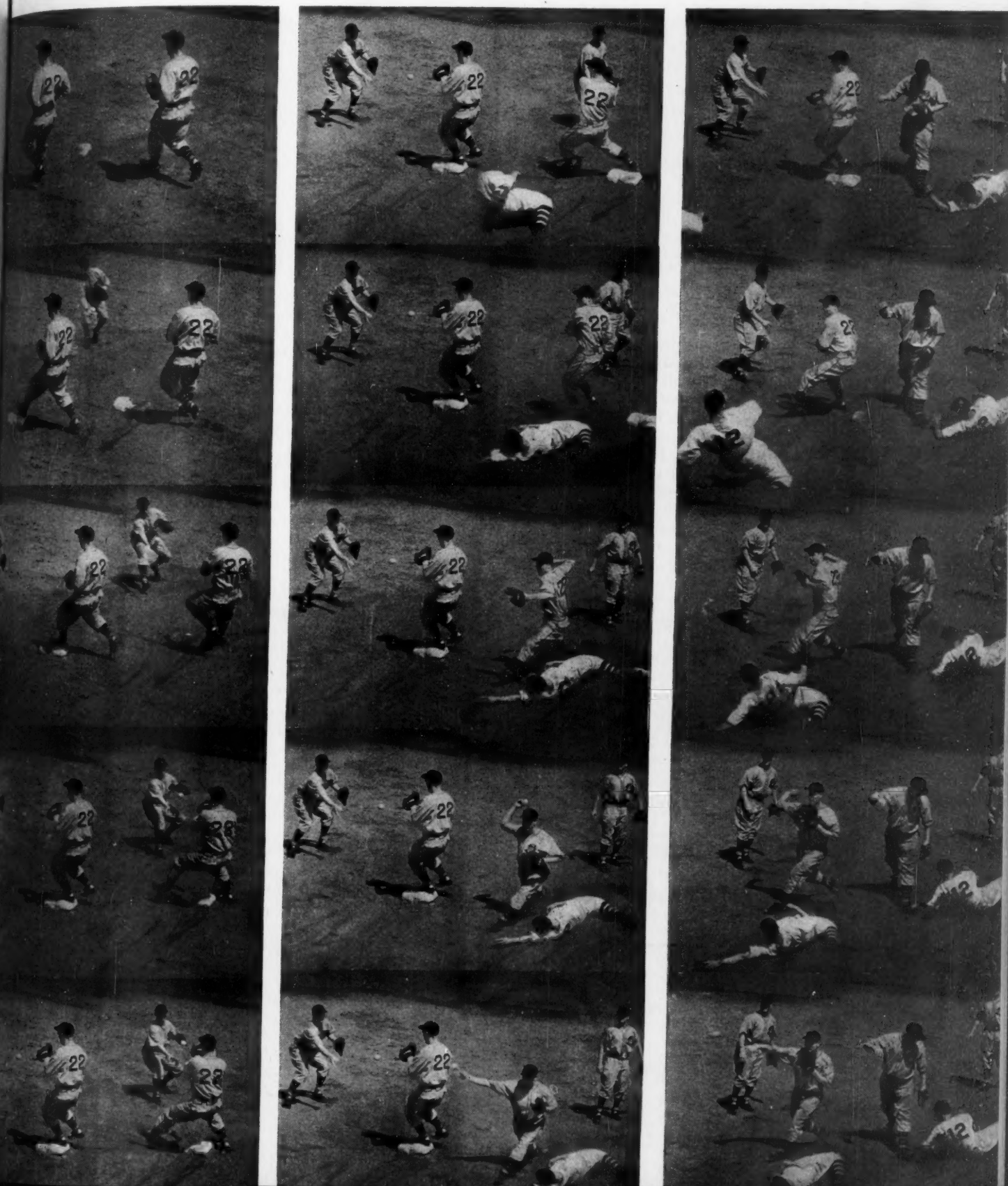
steps toward third with his right foot (out of the way of the slider), and, using his right foot as a brace, completes the play with a step toward first. In the right half of the panels, Gustine goes over the bag with his left foot and drags his right across the corner up to the other foot. Using this leg (right) as a brace, he throws to first. Which method do you prefer? If you're wise, you'll teach the first. It's faster and simpler, especially for high school infielders. Both these methods contrast sharply with the style of pivoting used by some men in which the bag is straddled before the catch.

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WARTIME WRESTLING

By Lt. Col. Francois D'Eliscu

This article on wartime wrestling is a chapter in Lieutenant Colonel Francois D'Eliscu's splendid new book, "How to Prepare for Military Fitness" (\$1.96), and is reprinted here by permission of the publishers, W. W. Norton & Co., Inc. A complete review of this book may be found on page 26 of the March "Scholastic Coach."

WRESTLING is one of the oldest combative sports and is one of the best for body building. Also because of our feelings about fair play and the constant introduction of new rules, it is one of the most difficult sports to master.

This chapter, however, concerns "wartime wrestling" not "legal wrestling." The problem is not to pin your opponent's shoulders to the mat for one second or two but to defeat your opponent in the easiest, safest, and most effective way. All is fair in love and war.

The author does not mean to suggest that soldiers—aside from M.P.'s—have much occasion to wrestle in the line of duty, although patrols sometimes have to dispatch enemy sentries silently. But fighting spirit is one of the good soldier's most valuable attributes. Skill in wartime wrestling is particularly suited to aid in developing this spirit in addition to a better physical conditioning.

Wartime wrestling is covered in this book before considering the subjects of savate and wartime boxing, elementary judo, unarmed de-

fense, and disarming. A man will be better prepared to work at boxing and hand-to-hand tactics if he is trained in the maneuverability of his own body, while meeting treacherous blows and holds from any known position.

Proper mastery of wrestling fundamentals will ensure more efficient learning of the other skills. It will also help prevent the awkwardness which may lead to injury. The techniques of certain holds may well be taught in wrestling and then followed up in hand-to-hand fighting where the same maneuver may be worked in all its variations and combinations, oftentimes carrying it beyond the normal strain of the joint so that the combatant may be temporarily or permanently subdued.

Many of the holds of legal wrestling are designed only to pin your opponent's shoulders to the mat. These are unnecessary in wartime wrestling, for as a matter of fact you will generally want him face down where he can't see what you are doing. Naturally, there are many more holds than are described here, but those given have been found most useful, especially in combination with judo and savate.

Warning

In preliminary practices, always have a signal that you or your opponent can use to stop the bout if either is getting hurt, and don't be ashamed to use it. The author has seen too many serious injuries result from failure to use such a signal. Remember that you often underestimate your own strength; also, you do not know your own weakness. Wartime wrestling and judo holds are quickly effective. Unconsciousness, fractures, or more serious injury can happen in an instant. Be careful of taking unnecessary risks.

Take-down technique

In taking an opponent off his feet, the emphasis should be on body balance. As a matter of fact, proper body balance is essential for all wrestling positions. It is not practical or good wrestling technique to attempt to throw your opponent only with your weight. To do so is wasted effort. Only a man off balance is ready for a fall.

A quick fighter keeps his advan-



Fig. 61



Fig. 62



Fig. 63

tage, and when on the ground continues with the techniques most effective in keeping his opponent off balance. Practice quick pivoting, quick turning, and quick changing of feet, for alertness and proper blocking are developed only by constant repetition of correct moves.

In gaining a fall remember the importance of using the upper part of your body to keep the opponent's head flat and fixed. When you desire to take your opponent off his feet or cause him to lose his balance your attack must come as a surprise. Unnecessary hesitation may result in your being placed on the defensive. If you are uncertain, proceed cautiously. Once you decide to attack, go through with it. Too much emphasis cannot be given to aggressiveness in this type of combat.

Ground technique

When the legs are employed in holding your opponent on the ground, they should not be placed in a position so close that your opponent can grab them. Do not permit yourself to be tied up—tie him up! If you are caught in the headlock or head-scissors, do not pull or twist but relax. Then use your legs and free arms under your man or counter with headlocks, tackling, or belly punching.

Since most of the effectiveness of wartime wrestling occurs on the ground, the author cautions beginners as well as experienced fighters about permitting an opponent to get any distance: keep him tight, locked, and close. If possible, do not face your opponent while on the ground.



Fig. 58



Fig. 59



Fig. 60

Fig. 64



Fig. 65

Fig. 66



Stay behind with proper balance and keep his back to you so that he doesn't know what to expect. Keep him worried and guessing.

Remember to hold on to whatever you grab because if your opponent makes any effort to twist, and if you have an effective hold, especially with both arms, around the collar, he will strangle himself in the movement. Never leave his legs free, so that he can twist or turn, but try to tie him up with your arms and legs so that he cannot squirm.

Take downs

The "Come On" Stance (Fig. 58). Legs apart, one slightly ahead of the other, body relaxed, arms out but not vulnerable to grab. You must be ready to counter immediately if they are caught. Try to grab and pull one or both of your opponent's arms, getting him off balance.

Crotch and Shoulder Lift (Fig. 59). Get in close, and as opponent grasps waist or legs, get under the crotch. Lift him and throw him on his back. After he hits the ground stay on top of him and knock the wind out of him. By directing the force of the blow on the head or back, you may cause an opponent to lose consciousness.

Waist and Leg Trip (Fig. 60). Grab your opponent around waist and left leg; step forward with inside leg and trip him. As he goes down, bring knee to midsection. Knock the wind out of him as you bring him down. Hold on to the leg and double him up.

(Note: In all the illustrations in this chapter the aggressor is shown wearing the dark uniform.)

Head-On Tackle (Fig. 61). This quick thrust should be with the left shoulder. Pull forward with your arms so as to cause your opponent to lose balance. This will bring him down to a hard sitting position and may snap his head backward.

Shoulder-Foot Tackle (Fig. 62). The left shoulder should hit the kneecap. Both hands should grasp the foot. Press on knee and pull upward and inward on the foot, thus throwing your opponent off balance. The leg can be broken or dislocated by a quick push.

Rear Double Ankle Pull (Fig. 63). Making a rear dive at opponent, grasp both ankles. Pull backward and upward suddenly. Opponent should be thrown on face. Jump on his back and smash his face or tie his legs up.

Double Arm Push (Fig. 64). Rush your opponent and push him back-

Fig. 67



Fig. 68



Fig. 69



ward. Get him off balance. When he is falling, fall on him and lock him up with arms or legs.

Double Leg Spread Lift (Fig. 65). Lift opponent on shoulders, spread legs. Make a quick thrust of your own body and slam him down on his back.

Back Rollover (Fig. 66). Grasp opponent around waist with left arm and with right arm grasp his left arm. Turn in quickly and not only roll him over your back but also hold on to his arm. The head can be directed down for more serious injury.

Reverse Headlock and Arm Pressure (Fig. 67). Push your right hand under opponent's left arm and start to apply finger pressure on shoulder blade. With left arm secure an effective headlock so that opponent cannot move. Place the hand on

chin and face. Do not allow him to use his head. A quick twist will cause severe pain. Push him down to the ground and apply judo holds.

Leg Trip and Double Arm Lock (Fig. 68). This is a very effective take down. Get under both his arms and use a leg trip. If you can succeed in getting and pressing head close to your own body, the hold is more effective. The trip will bring opponent down. Fall on top of him, but watch your hands while letting him hit first. You can also bring him down slowly on his back then apply head and neck pressure, thus choking him.

Rear Knee Trip (Fig. 69). This take down from the rear must be sudden. The arms must strike the ribs hard, and the knee-to-knee action must be quick and powerful. Bring opponent down on his face and follow through with knee in spine or back.

Ground holds

Arm Lock on Ground (Fig. 70). A very effective way to hold man on ground. By having both his arms locked and fingers pressed on back, the upward pressure on the shoulders causes terrific pain and quick thrust will dislocate both arms.

Double Arm Twister (Fig. 71). By pressing opponent's arms down in opposite directions, and using your knees to hold his head from moving, you can exert sufficient pressure with knees on ears and arms to cause complete immobility.

Inside Crotch and Arm and Elbow Lock (Fig. 72). In holding your opponent on the ground, the left arm is placed between his legs and in

(Continued on page 29)



Fig. 70



Fig. 71



Fig. 72

POST ON YOUR BULLETIN BOARD

KEEP GOLF GOING

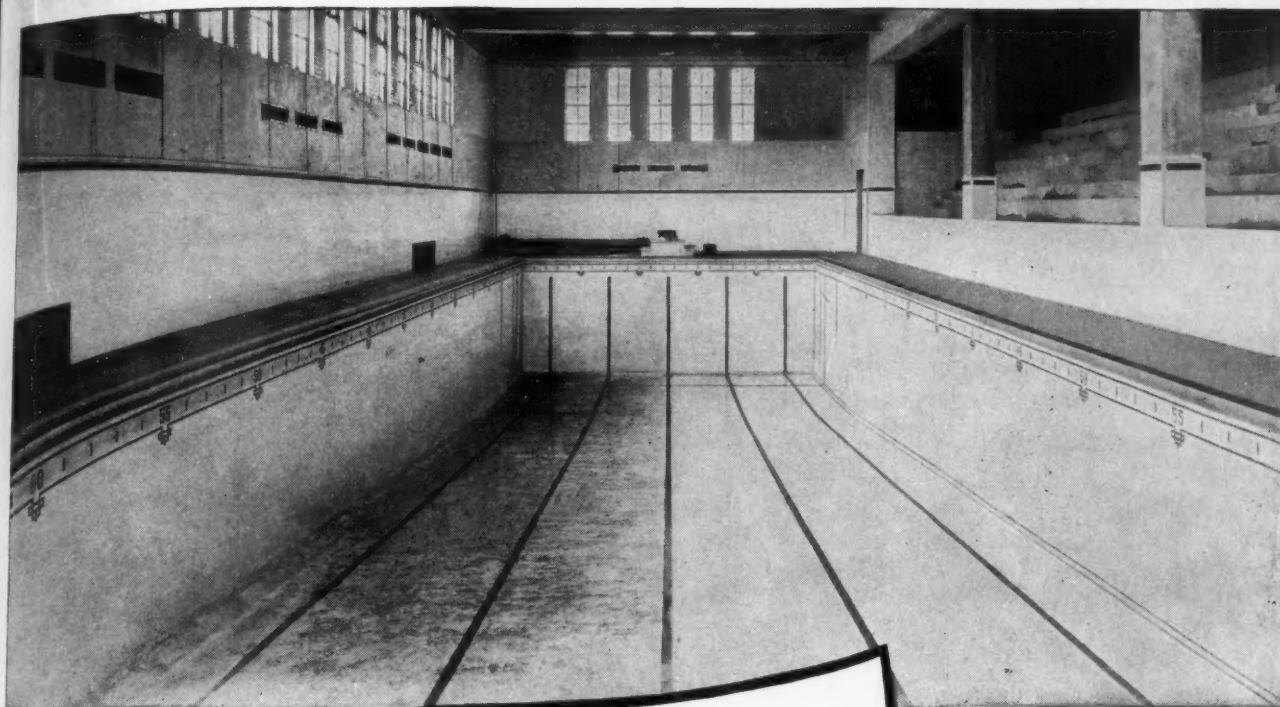
Twenty tips on equipment

1. In putting away your clubs, try to arrange them so that they lie horizontally with the weight on the shaft rather than on the clubhead.
2. Keep your wooden clubheads covered with hoods to prevent chipping through contact with other clubs.
3. In wet weather, wipe the clubheads carefully before putting them away; an occasional coat of shellac or lacquer will preserve the life of the head.
4. When the strings start fraying, have the club restrung; the neck is the most delicate part of your club and needs this extra strength.
5. Don't throw your club away if the head comes loose; take it to your pro for fixing.
6. Buy a good bag with plenty of room for the clubs you're going to put into it; a narrow bag will congest the grips and, by causing excessive friction, ruin them.
7. If your bag is of leather, apply a leather dressing now and then to prevent desiccation.
8. Use golf balls commensurate with your skill; that is, good players may use the thin-shelled, expensive ball that gives maximum distance; beginners should stick to the cheaper thick-shelled ball whose chief asset is durability.
9. Dirt may be removed from a ball by a simple washing.
10. In repainting old balls, make sure first to remove the old paint completely; dry thoroughly, then apply two coats of paint and one of enamel.
11. Turn in your old golf balls to your coach. No matter how battered or cut they are, they can be reprocessed by the manufacturer.
12. Keep off concrete and other hard surfaces when wearing spiked shoes.
13. Don't wait too long to have your shoes respiked; when worn too close to the "nub," spikes sometime become difficult to remove.
14. An occasional application of a leather dressing will preserve the life of your shoe.
15. Replace all divots or see that the caddy does it.
16. When lifting the flag from a cup, lift straight up or you may damage the edges of the cup.
17. Make sure to rake a trap after leaving it.
18. Keep bags and clubs off the green; don't lean on your putter.
19. Because of a shortage of help, your course may not be as well groomed as in other years; if so, play winter rules.
20. Extra attention means extra life for your equipment.

To keep golf going for the duration we've got to reprocess the old balls. The manufacturers are ready and eager to do this. But they need the balls. It's up to you to supply them. Dig out every golf ball you have. No matter how badly it is battered, it can be reprocessed. Turn over your collection to your athletic department. They will send them to the manufacturer.



Turn in Your Old Golf Balls



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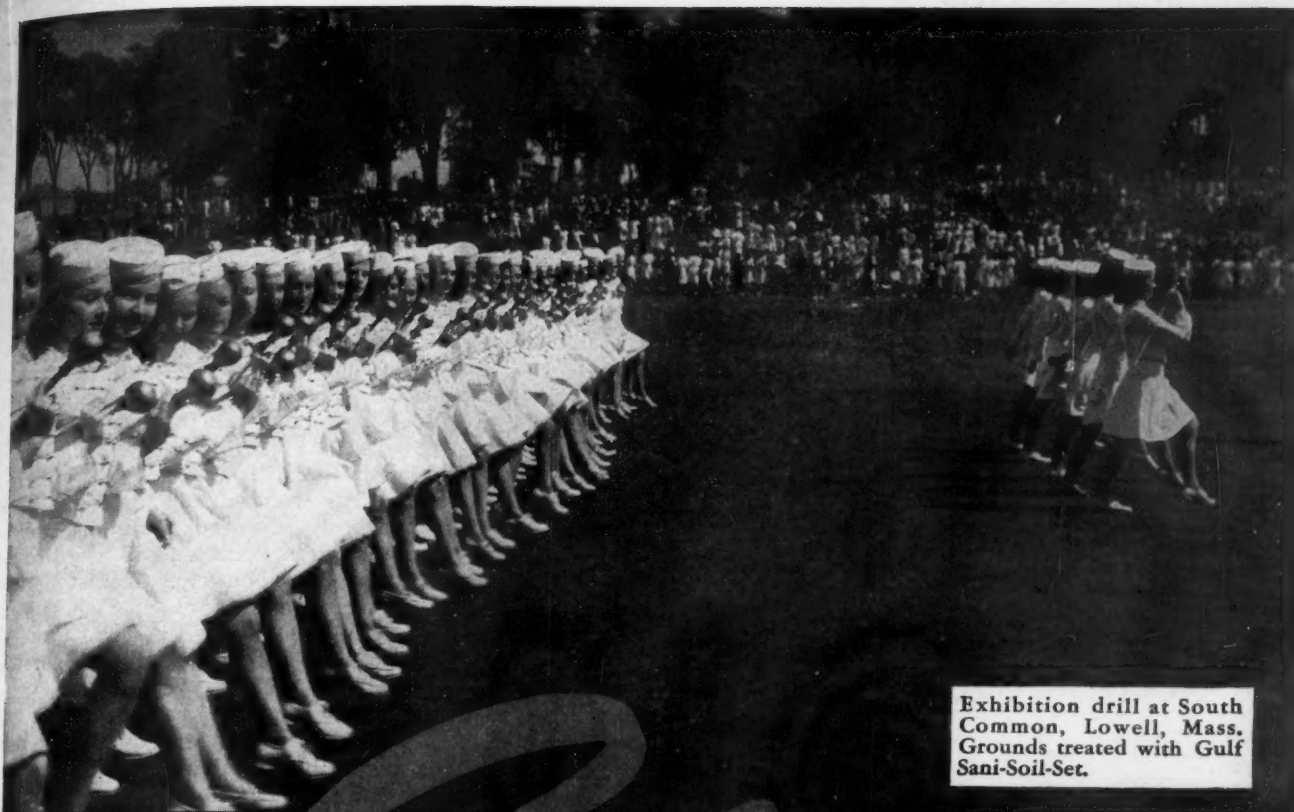
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ADDRESS _____

State High School Basketball Tournaments, 1943

| | WINNER | COACH | RUNNER-UP | COACH | ATTENDANCE % INCREASE % DECREASE |
|----------------|--|--|---|---|--|
| ALABAMA | Woodlawn | J. Blane | Parrish | W. C. Sims | 25.0 |
| ARKANSAS | A—N. Little Rock | R. A. Cowan | Batesville | J. E. James | 80.0 |
| COLORADO | A—East (Denver) B—Castle Rock | C. Whipple D. Hall | West (Denver) Aurora | W. Woody P. Thuelin | |
| CONNECTICUT | A—Harding B—Plainville C—D—Ellsworth | S. Miska I. Wood H. S. Greer | Stamford Watertown Tourtelotte | P. Kuzko R. Cook J. Canty | 50.0 |
| FLORIDA | A—Central (Ft. Lauderdale) B—Homestead | C. J. Caldwell P. L. Worley | Senior (Miami) Greenville | A—C. H. Drepperd | 1.0 |
| GEORGIA | A—Jordan B—Cochran C—Barney | B—N. Faircloth C—H. G. Peels | Lanier Perry Byron | T. Porter E. P. Staples B. F. Eddleman | 1.0 |
| IDAHO | No.—Lewiston So.—Nampa | S. Belko J. Dellinger | Coeur d'Alene Pocatello | R. Trzuskowski R. Gledhill | 5.0 |
| ILLINOIS | Paris | E. W. Eveland | Moline | R. D. Potter | 1.0 |
| INDIANA | Central (Ft. Wayne) | M. Mendenhall | Lebanon | P. Neuman | Capacity |
| IOWA | Mason City | J. A. Grimsley | Webster City | B. Lamson | 1.0 |
| KANSAS | AA—Shawnee Mission A—Augusta B—Mankato | H. Reade D. Shirk D. McKee | Wyandotte Anthony Tampa | M. Woods W. Gardner J. J. Scott | |
| KENTUCKY | Hindman | P. Combs | St. Xavier | B. Schuhmann | 15.0 |
| LOUISIANA | A—Holy Cross B—Zachary | L. Brownson C. D. Greer | Baton Rouge Doyle | Smith J. Kline | 1.0 |
| MINNESOTA | Washington | H. Nelson | Alexandria | H. Falk | 20.0 |
| MISSISSIPPI | Belmont | B. Arnold | Jumpertown | J. H. Arnold | 30.0 |
| MISSOURI | Beaumont | T. Stanton | Conway | R. C. Taylor | 35.0 |
| NEBRASKA | A—Lincoln B—St. Francis | L. Weyand C. J. Lachnit | Benson Culbertson | R. V. Ross D. L. Glenn | 1.0 |
| NEW JERSEY | Gr. 4—Asbury Pk. Gr. 3—Cliffside Gr. 2—Weehawken Gr. 1—Dunellen Cath.—St. Mary's | J. E. Coleman P. L. Savage L. H. Purvare B. Van Buren F. E. Delany | Trenton Merchantville Highland Pk. Egg Harbor St. Peter's | L. Smith R. Elder E. M. Lapine C. Tracy W. E. Krieger | |
| NEW MEXICO | Capitan | M. Jeffries | Navajo Mission | | 30.0 |
| NORTH CAROLINA | RESULTS NOT RECEIVED IN TIME FOR PUBLICATION | | | | |
| NORTH DAKOTA | A—Fargo B—St. Leo's | H. Rice J. Hogan | Wahpeton St. Mary's | M. Eng A. Strand | 10.0 |
| OHIO | A—Newark B—Yorkville | M. Douglass T. Sims | McKinley Tipp City | H. B. Rearick J. R. Brammer | Capacity |
| OKLAHOMA | A—Enid B—Bray | L. A. Youngman R. Hamilton | Capitol Hill Preston | J. Pryor F. Duke | 15.0 |
| OREGON | RESULTS NOT RECEIVED IN TIME FOR PUBLICATION | | | | |
| PENNSYLVANIA | Lower Merion | W. H. Anderson | Farrell | T. Lewis | Same |
| RHODE ISLAND | St. Raphael Acad. | T. McConnon | La Salle Acad. | F. Reavey | 10.0 |
| SOUTH DAKOTA | A—Sioux Falls B—Mobridge | H. Wood G. W. Wright | Aberdeen Dell Rapids | C. H. Holgate D. J. Gilliland | 10.0 |
| TENNESSEE | Central (Chattanooga) | W. P. Bales | Friendsville | V. Allen | 20.0 |
| TEXAS | Jeff Davis | B. H. Kivell | Austin | T. Berger | 40.0 |
| WEST VIRGINIA | Wheeling | V. E. Brinkman | Princeton | L. Patton | |
| WISCONSIN | Washington Park | C. Van Galder | Shawano | C. F. Dilts | 1.0 |
| WYOMING | A—Cheyenne | C. H. Blanchard | Laramie | L. Dowler | 5.0 |

Sixteen states did not hold tournaments this year. Arizona, Maine, Michigan, Montana, Nevada, New Hampshire, South Carolina, Vermont, Virginia, Utah, Washington joined the five regular

non-participants—California, Delaware, Maryland, Massachusetts, and New York. Attendance figures are computed on income per tournament. Some states held fewer tournaments.



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Don't disregard this matter—we urge care to conserve.



HAND KNIT HOSIERY CO.
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High School Marksmanship

(Continued from page 8)

advertently wander into the line of fire.

The hill should rise to a height of at least twenty feet above the level of the targets. It is well to make a cut just back of the targets so that the bullets will strike against a vertical wall of earth. An impenetrable swamp or marsh serves as a good backstop, but it should stretch for at least 1500 yards beyond the targets; and you must be sure that dry weather does not open it to traffic during a part of the shooting season.

If a safe, natural backstop cannot be found, an artificial one may be constructed in the form of a wooden crib filled with dry earth or sand. It should be ten feet high and not less than two feet thick. This type of backstop must be inspected frequently to see that it remains safe.

Home on the range

Practically all Junior firing is done on fifty-foot ranges, so the space actually required will be a stretch of about seventy-five by twenty-five feet. This will provide for four firing points. If several sites are available select the one on which you have the most room, so that you can expand later, even up to a fifty or one hundred yard range.

The construction at the range need not be elaborate. The target butt may merely be posts planted in the ground directly in front of the backstop and six or eight feet apart. The frames holding the targets are hung from nails or hooks driven into these posts.

These sets of hook supports should be at two levels. One set should hold the targets level with the eyes of a shooter of average height when in the standing position. The other set should hold the targets slightly higher than the shooter's eyes when in the prone position. This lower set will also be used in the sitting and kneeling positions.

The target frames are made of light, one-by-three inch wood about fifteen inches wide and long enough to reach from one post support to the other. Nail rectangles of thin pressed wood or similar materials the width of the targets on these frames, leaving an eighteen-inch interval between rectangles. The targets can be quickly fastened to these boards by clip-type clothes pins.

Above each target board should

be fastened an upright square of tin or wood on which are painted numerals numbered from left to right and corresponding to the numbered firing positions, which will be mentioned in the description of the firing line. It will save time in the instruction period if you have two sets of these target frames so that targets may be fastened to one set by the waiting shooter while the other set is in use.

The front edge of the firing line is exactly fifty feet from the face of the targets and should slope backward for about eight feet so that the rear edge is about ten inches lower than the front. This slope provides drainage, as well as greater comfort for the shooter.

The length of the firing line will be governed by the available space and the number of shooters you want to have firing at one time. A minimum of five feet should be allowed for each shooter. The firing points should be marked with numbered stakes driven into the ground along the front edge of the "line," the number being to the left of each firing point.

At least ten feet back of the firing line, benches should be provided for the shooters who are waiting their turns. A gun rack should also be provided in this area.

Direction of fire

The direction of the fire should, if possible, be north or northeast. This permits firing at any time of the day without the sun shining into the eyes of the shooter or range officer. It is far more important, however, that a safe backstop be located and the periods of firing adjusted to those hours when the sun will not be troublesome.

Sighting equipment for preliminary training in aiming and sight picture is very necessary in any marksmanship course. The Winter sighting device is most convenient for this purpose, but if it is not available, good results can be had with the simple sighting bar and triangulation apparatus.

Space will not permit directions for building this equipment, but they can be easily constructed in the wood shop or at home from the detailed descriptions given in the N.R.A. Instructor's Manual.

The problem of obtaining suitable rifles and ammunition has been a

rather tough one to solve, but by persistent efforts, The National Rifle Association has prevailed on the War Department to make available to N.R.A. chartered Junior Rifle Clubs conducting properly organized marksmanship programs, a fair selection of rifles and an adequate supply of ammunition.

The first step in obtaining this equipment is to write The National Rifle Association requesting Junior Club affiliation data and an application form for an "Approved Small Arms Training School." Have the necessary forms completed and sent in as soon as possible, and when they have been approved you will be eligible to purchase through the N.R.A., rifles and ammunition for your activities. When writing for the application form, ask that they send you price lists and order forms. (The application form may also be secured by checking the coupon on page 22.)

Rifle costs

The rifles range in price from \$10.45 to \$46.15. Get the best you can afford. In all the available models, the barrels are no doubt accurate, but the higher priced rifles are far superior for training purposes. They have smoother and more uniform actions, better sights, more carefully designed stocks and additional weight. These factors should influence your choice of firearm.

As for ammunition, the .22 caliber long rifle cartridge, regular load, is the only accurate target cartridge. These cartridges may be purchased through the N.R.A. in case lots—ten thousand rounds—at a cost of \$57.50 plus transportation, per case. As soon as your club is chartered, you will be eligible to purchase a case of ammunition.

It has been the purpose of this article to give plans in sufficient detail to enable any school to get started with a marksmanship program this spring. Problems will, no doubt, arise which have not been covered here, and in those cases, you should contact The National Rifle Association for more complete information.

As a final suggestion, before starting to build your range, you should find out whether there is an organized N.R.A. Club in your community. If there is, you can undoubtedly get some valuable advice and assistance from its members, and you may even find that there is already available to you a fine range on which you can start your program at once.



J. M. Marlin

Inventor and Arms-Maker

The small state of Connecticut has been famed for more than two centuries for the skill of its metal craftsmen. It was in 1870 that J. M. Marlin, inventor and arms-maker, set up his workshop in New Haven, Conn. His specialties were shotguns and repeating rifles.

Marlin's firearms were outstanding for simplicity and ingenuity of design. Because of their fine workmanship and their "Ballard-type" rifling, Marlin rifles set new standards of accuracy and they were built for a lifetime of use.

Many a grown man links the memory of happy boyhood days in the outdoors with the proud possession of a Marlin ".22." Handed down by fathers and brothers, earned with chores and "good behavior," these safe, dependable small-bore rifles have helped generations of American boys to learn the joys and benefits of a healthy sport. They have also had a part in teaching the marksmanship which now serves the country on the fighting fronts.

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Coaches' Corner

If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

Will athletics come back after the War? Who can say? To date, certainly, they have withstood the test magnificently. Despite the extraordinary depletion of outstanding personnel, athletics have continued to contribute significantly to general morale. If the War lasts for two or three more years, few of our great athletes are apt to return to active participation. The younger warriors who never had a chance at college sports may well be more interested in the business of securing a steady job and raising a family. Thousands will want to complete their formal education, but their attitude will be that of the graduate students, whose chief concern is with the business of the classroom, the library, and the laboratory. Post-war developments may produce a new set of heroes that will capture the imagination of grade and high school boys and contribute to a lessening of interest in competitive athletics. Who knows?

On the positive side it seems safe to predict that in the total school program, health and physical education will play a much more prominent place than ever before. Such good habits may develop from the new emphasis that they will carry over into adult life. "Tis a consummation devoutly to be desired," yet it might greatly reduce the number of non-participating sports enthusiasts, the spectators, whose interest and financial support have made possible American athletics of the past quarter century.

Strictly on a hunch we went back to the Gogebic Range this spring for the tournament—after an absence of many years. The championship was won by Coach Fred Trewyn's Wakefield, Mich., "Cardinals," a husky, rangy outfit that play as strong and expert a game as any we have had the privilege of seeing in many years. Ribich, Popovich, Wojciehowski, Wasilewski, and Jarvi really know how to deliver when the chips are down. Four of the players will soon be in the armed services. The fifth, Captain Bill Ribich, sparkplug of the team, is scheduled to begin his studies for the priesthood within the next few weeks. Several of the players are younger brothers of boys we once coached. To see them win provided a special thrill

that is not given to every has-been coach. As much and more can be said for the locker room sessions with Eddie Chambers of Crystal Falls, Jack Kraemer of Ironwood, Marty Mahlborg of Stambaugh, and others who usually contributed to making our life miserable season after season.

Victory basketball: The highest price ever paid for a basketball is very probably the \$1707 bid by Marjorie Herrick, a senior at Ipswich, S. D. The ball, painted blue and decorated with white stars and red victory V's by Coach Roy Stewart, was auctioned at a war bond rally held in conjunction with an invitation basketball tournament at Ipswich in mid-January. When we first saw that price attached to a basketball, we thought that inflation had struck for sure.

Coach George Norwood of Weed, Calif., is still wondering how it happened. On January 8, Mt. Shasta buried Weed, 63-42. Three weeks later on the same floor with the same officials and the same players Mt. Shasta was able to score only 17 points against Weed's 32.

"If basketball is an essential cog in the physical fitness program furthering the war effort, Coach Wayne Gardner of Anthony, Kan., should be given the 'E' award for energy expended. At 4:30 the first of four games to be played with their neighboring rival, Attica, commenced. At 11:00 P.M. Coach Gardner walked slowly from the dressing room following his fourth basketball victory of the evening over an Attica team."—Dell Johnson, official.

Early in March, Johnson, who coaches at Norwich, Kan., took his boys to Wichita to play the Thurston's girls' team, claimants to the national men's rules championship for girls. Norwich lost in an overtime, 19-18. A few weeks later Norwich lost again on its own floor to the same team by the same score. What's that gag about lightning never striking twice in the same place?

From Otto Eisenschiml's Without Fame comes another immortal White Sox yarn for the benefit of rookies: "We were playing in a little town one afternoon," an old-timer said, "and the game dragged out into extra in-

nings, until it was getting dark. I hit a double and was taking a big lead off second base, when what does the fool of a catcher do? He tries to catch me off second, but throws wild, way over the shortstop's head, into the outfield. I leg it for the plate, of course, and when I slide into it, there stands the catcher with the ball in his hand and touches me for an out. Naturally there was a big hullabaloo. The outfielders were still looking for the ball out there in the dark, and here this fellow had it in his hand all the time. When he sees me take that big lead, he pulls a potato out of his pocket—I guess he had figured that play beforehand—and throws it over second, and when I come in, I am just a plain sucker.

"We almost kill that catcher, but he calls the umpire for a decision. The umpire pulls out his book of rules, and sure enough, there's nothing said in there that a fellow can't throw a potato if he wants to. I was out for good, and we lost the ball game."

Ohio State University has a novel method of doing permanent honor to its football heroes who win all-America ratings. A tree is planted for each in the University's "All-America Grove." The first Buckeye trees were planted in 1931; the twenty-second will be planted this year in honor of Lyn Houston, guard on Coach Paul Brown's championship team last fall.

Transportation blues may be the theme song for many a wailing wonder, but not for Coach Chuck Collette and his Romney, W. Va., basketballers. With no bus in sight and a game scheduled at Ridgeley twenty-eight miles away, Coach Collette told his boys to hit the highway on foot. Whether they used their thumbs more than their feet is a moot question, but they got there on time and won the ball game.

The "whiz kids" of Illinois were probably the most perfectly coordinated college basketball team of all time. Along with 19,000-odd others we saw them rout a much-better-than-average Northwestern team at the Chicago Stadium, 86-44, with an amazing display of speed, agility, timing, finesse, accuracy, etc. For example, six times during one of their great scoring sprees in the second half an Illinois player had a pass intercepted by a Northwestern player, but in each case drove through so rapidly that he was able to steal the ball back and go on in for a crisp shot. It seemed as if the Northwestern player had been used merely as a passing post, a sixth Illini! Just to give you some idea: The only Illini who did not make the All-Big-Ten team was Ken Menke, who received honorable mention. Against Northwestern he scored 22 points and was taken out of the game early! And now they're all in the Army or the Navy.

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N.R.A. instructor _____ (check). I wish to become a qualified instructor. Please send me the training course outline and study manual _____ (check). I would appreciate help from the National Rifle Association in finding a properly qualified instructor in my community _____ (check).

Send information on how rifles and ammunition may be obtained _____

Name of School _____ City _____ State _____

Enrollment of School: Boys _____ Girls _____

REGULATIONS

If your school has a rifle club, fill in the coupon below. The awards, drawchart and tournament instructions will be mailed to you before the date of your tournament.

If you wish to have a tournament but do not have a qualified instructor on your faculty, fill in the name of the man who would like to become qualified. He will receive the training course outline and study manual, and other necessary materials for becoming a certified instructor. If he has had any shooting experience, it would be well to include this in a letter.

There may be a qualified instructor in your community who is not a member of your school faculty. If you would be interested in having such a person supervise your tournament, indicate this in the coupon and the National Rifle Association will check to see if one is available in your community.

The awards, tournament drawcharts, and other materials will be sent to your school as soon as we are notified that a qualified instructor is available to supervise your students' rifle instruction and tournament.

If the number of students qualifying for your tournament is so large that you wish to run your tournament in sections, indicate this in the coupon and we will send awards for the winner of each section.

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Tennis Letter Award System

By Kenneth B. Rawlinson

Kenneth B. Rawlinson, former tennis coach at Casey, Ill., Township High School, is now trainer and physical education instructor at The College of William and Mary.

WHAT tennis coach hasn't grown at least one gray hair figuring out a fair system of awarding letters. In basketball and football, letters are usually awarded on the basis of quarters played, and in track according to points won. But in tennis there is no definite system. It is left to the coach's discretion.

I have devised a simple plan that proved quite successful at Casey Township. This plan is based upon participation in matches and upon matches won and lost.

To win his letter, a boy must earn at least twice as many points as matches played. He is awarded one point for every match participated in, and one point for every match won in any tournament. Points may be picked up in bulk as follows:

| SINGLES | | DOUBLES | |
|---------|--------|---------|-----------|
| Rank | Points | Rank | Points |
| 1 | 5 | 1 | 3 per man |
| 2 | 4 | 2 | 2 per man |
| 3 | 3 | 3 | 1 per man |
| 4 | 2 | 4 | 1 per man |
| 5 | 1 | | |
| 6 | 1 | | |

You will note that the points are awarded on a sliding scale. Since the No. 1 man plays the opponents' strongest player, he thus receives a greater number of points for a victory. If a boy is defeated he gets no points other than his one for participation. A player may win a letter outright by taking a first or second place in the District, Eastern Illinois or county meets (provided more than two teams are entered).

The accompanying table shows how this system worked out one spring

with my varsity squad. It will be noted that we played eight dual matches and thus 16 points were necessary for a letter.

At present the outlook for tennis is fairly bright. There are sufficient rackets and plenty of gut, except for some of the tournament grades. Insofar as balls are concerned, there will be as many made as last year and of a superior quality, to boot. Recently a six-month supply of rubber was allocated to the sporting goods manufacturers which will enable them to continue making equipment for which rubber is used until well into the summer.

If players will use half as many balls as they did before the war and make them last twice as long, there should be enough to go around.

SCORE CHART FOR CASEY TOWNSHIP TENNIS TEAM

| | A | B | C | D | E | F | G | H | I | J |
|----------------------|-----|-----|-----|-----|-----|----|---|---|-----|---|
| Participation Points | 8 | 8 | 8 | 8 | 8 | 7 | 1 | 2 | 7 | 1 |
| Charleston | 3 | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Marshall | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Paris | 4 | 5 | 2 | 3 | 0 | 1 | 1 | 0 | 1 | 0 |
| At Charleston | 7 | 8 | 3 | 4 | 8 | 2 | 0 | 0 | 2 | 0 |
| Effingham | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| At Marshall | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Robinson | 8 | 7 | 0 | 0 | 5 | 2 | 0 | 0 | 1 | 0 |
| At Robinson | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 0 |
| County Tournament | 1 | 2 | 1 | 2 | 1 | 1 | 0 | 0 | 1 | 0 |
| District Tournament | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Eastern Illinois | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| League Tournament | | | | | | | | | | |
| Total Points | 46* | 45* | 19* | 22* | 22* | 15 | 2 | 7 | 16* | 2 |

* denotes varsity letter

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ALL this Spring, Uncle Sam's toughening up courses have been given - not just to the selected few - but all the boys. Some lads have been mighty soft at first - and it's meant bruises, "charley horses," sprains and strains.

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Resuscitation and First Aid

(Continued from page 10)

suscitation itself stimulates the heart through changes in intracardiac pressure. Karpovich reports that the Silvester method ranks first in providing heart stimulation and circulation of the blood.

It seems accepted that there is some action current in the heart for as long as 30 minutes after the heart has stopped, but it is the opinion of specialists that cases are very rare in which victims have been successfully resuscitated after the heart is stopped longer than five minutes.

There seems to be no good proof that adrenalin is responsible for heart stimulation since a needle prick produces the same effect. It is thought that methods in the supine position are better because there is greater pressure variation in the heart chambers and that the heart tapping can be performed.

Which method is best?

Some methods have advantages over others but they also have disadvantages. Karpovich concludes that the scientific findings are as yet inadequate and all methods in current use are about equally defensible. Good practice would seem to consist of teaching the Schafer method because as Yandell Henderson says, most all Americans already know it, but there is no doubt at all that the Silvester and the Nielsen methods should also be taught.

Variety would relieve the monotony of execution and introduce the standard methods which are used in other countries. There is no universal agreement as to which method is best. Since all of these methods will be met in common practice an experienced person will know them. Any of them may be dangerous if more than 90 pounds of external pressure is applied to the ribs. No one method is superior in all characteristics to the others. The method should be used which is most needed according to what is being done with the patient at the time.

Dr. Hederer, in France, combined the Schafer and the Nielsen methods by tying the hands together and lifting them alternately with the prone pressure on the lower back. This method has been introduced into the French Navy. Practically the same combination was introduced independently in the U. S. by Doctor Drinker and Doctor Shaw.

A few suggestions may be made about waterfront first aid:

1. Shock or chilling may be prevented or counteracted by vigorous land exercises which are continued for at least five minutes.

2. Fatigue may be prevented in part by preliminary deep breathing or deep breathing following exertion.

3. Shivering, chattering, goose pimples or blueness around the lips may be prevented or counteracted by getting out of the wind, putting on a bathrobe or sweat clothes, swimming vigorously for at least 100 yards, rubbing hard with a towel, running, or taking a hot drink.

4. Body heat can be retained for a longer time by greasing the body before going in the wind or cold water. Cuts, scratches and abrasions should be treated immediately with iodine and covered with collodion. Grease will temporarily prevent salt water stinging, chapping, or sores.

5. Cramps can be prevented by going into definite training for endurance work, by eating endurance food, and by massage or warm-up exercises before swimming.

6. Cramps should be treated by massage, hot towel applications, by stretching the muscles affected and by rest and deep breathing. No one should go under the water and cut off his breath to wrestle with a cramp in some part of his body. It will only make it worse. Relax and breathe deeply.

7. Fright may be prevented or overcome by active participation with a partner in whom confidence can be placed, by performing skills which are within reasonable range of accomplishment, and by practicing again and again the fundamentals of body control in the water.

8. Panic can be prevented by firm leadership, by an adequate number of life guards, and by preliminary practice of accident signals and rescue drills.

9. On cold days it is better to work in the water with fast and hard drills, avoiding as much as possible intermittent getting in and out of the water.

10. Sinus trouble may be prevented by wearing a nose clip and by avoidance of somersaults, upside down positions, and diving or jumping from heights. Constant practice at breath control drills will

minimize the tendency toward sinusitis by eliminating water from going up the nose. The nose should be held on all feet-first entries.

11. Earaches may be prevented by periodically syringing out the ears and by using a little warm olive oil in the external canal. Ear stopples are indicated but lamb's wool with a little vaseline may be used as a substitute, or in chronic cases in addition to the ear stopples. An abscessed ear requires prompt medical attention.

12. Conjunctivitis due to algae in the water can be counteracted by washing the eyes with boric acid solution immediately after swimming.

13. Itching on the skin can be minimized by taking a soap bath at the end of the swim. It is caused by minute particles of acid, usually from chlorine combining with the hydrogen of the water, acting to irritate the skin.

14. Sunburn may be alleviated by powder or vaseline rubbed gently over sore parts. Extreme burns require prompt medical treatment.

Directions for first aid

A brief set of directions for first aid is given as follows:

1. Sulfanilamide for gangrene:

(a) First World War—80% of men with abdominal wounds were killed by infection.

(b) After Pearl Harbor—no service men died from infection.

2. First Aid Kit for Life Boat:

Tape, bandages, compresses (sterile), picnic acid for burns, tourniquet, splints, scissors, paper cups, iodine, oil of cloves for toothache, aspirin for fever, bismuth for diarrhea, sodium bicarbonate for burns, 5% tannic acid jelly for burns, mineral oil for the eyes, aromatic spirits of ammonia—a stimulant, cascara tablets—laxative, tapes.

3. Arterial Bleeding:

(a) Six pressure points—front of ear, side of jaw, side of neck, behind collar bone, upper arm, groin.

(b) Tourniquet.

4. Gunshot, Shrapnel Wounds:

(a) Clean wound.

(b) Debride wound—sterilize knife (flame or alcohol)

(c) Apply sulfanilamide powder.

(d) Layers of bandage.

5. Fractures:

(a) Do not try to set—merely straighten.

(b) Splints.

(c) Compound fracture—use tourniquet loosely.

(d) Dressing bandage.

6. Shock:

(a) Symptoms—clammy, perspiration.

(b) Treatment—head down, blanket, aromatic spirits of ammonia in water, black coffee.

7. Burns:

(a) Remove clothing, but leave any cloth that sticks.

(b) Apply sterile gauze soaked in sodium bicarbonate solution or picric acid gauze.

(c) Do not use iodine or cotton on burns.

8. Sunburn:

(a) Keep body well covered.

(b) Blondes and red heads burn easily.

(c) Olive oil, vinegar, coconut oil, are useless for treatment.

(d) Apply talcum or tannic acid.

9. Sunstroke:

(a) Beware of sunstroke in the doldrums (listless state). Sunstroke can kill.

(b) Causes—sun, still air, and humidity.

(c) Symptoms—headache, dizziness, spots before the eyes, and vomiting.

(d) Keep the head covered with a hat, damp clothes, or shade from the sail or tarpaulin.

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ORGANIZATION FOR A TRACK AND FIELD MEET

By E. J. Lalley

E. J. Lalley, physical education instructor at the Buckley School in New York City, was formerly connected with the physical education departments at New York University and at Central and North high schools in Binghamton, N. Y.

ANYTHING that stimulates the physical and mental condition of potential military manpower is a positive contribution to the war effort.

Track and field is distinctly such a contribution, possibly the best form of conditioning for military service there is. With its running, hurdling, jumping, and vaulting, it offers a thoroughly integrated program of events which have specific carry-over value to military service.

While no one will gainsay the worth of track meets, running them is becoming increasingly difficult. Transportation problems, decreased coaching personnel, and the loss of senior squad members to the services and industries are pretty tough hurdles to get over. Without scrupulous planning, only the hand of the lord will save your interscholastic track program.

Chairman's duties

The meet chairman is charged with these responsibilities, each of which requires comprehensive detail work: Travel information, arrangement for meals, dressing quarters, time of heats and finals, registration of entries, officials, and special events.

The coach of every competing squad must be provided with the schedules and capacities of all ordinary carriers running to the city of the meet. He must also be assisted with transportation arrangements from bus terminals and railroad stations as well as with the details of the return trip.

The mid-day meal is the vital one for track squads, since the athletes are usually restricted to a light menu (sample: broth, dry toast, poached eggs, tea or milk). If the school is adjacent to the field, the homemaking classes may welcome the chance to prepare meals of this type for the boys. Any arrangement that enables a coach to keep his squad close to the field should prove satisfactory.

Where school locker rooms and showers are located near the field,

the squads may be assigned to different rooms with a caretaker to lock up and supervise valuables. Where teams must dress and then travel to the field, the matter of transportation again rears its troublesome head.

Some schools have solved this problem by erecting temporary dressing quarters (without showers). A large tent can be made to serve the purpose.

One of the most essential provisions of your meet is a prominent central point where information can be disseminated. A table may be placed on a raised platform and made further conspicuous by a large sign. Keep an announcer there with a megaphone or, better still, a loud speaker. If your school has no portable unit, you may rent the type which operates from a truck.

Issue the competitors' numbers at this table, in the following manner: Team A, Nos. 1 through 20; Team B, Nos. 21 through 41; Team C, Nos. 42 through 62; Team D, Nos. 63 through 83. Adjustments can be made according to the size of the squads. If you can assign the numbers early enough, a mimeographed program can be distributed to spectators and reporters.

Other business may be transacted at your registration table, such as, scratching of entries and substitution of others, settling of disputed points, addition or elimination of heats, presentation of awards, and checking of the scoring.

The officials

Referee: Appoint a man (not one of the competing coaches) and give him absolute authority. On him falls the task of accepting the evidence of the judges and making decisions. He may err but his decisions must be accepted as final. The success of the meet depends on it.

(Note: At no time should a coach allow a boy to approach the referee. If an athlete has a question regarding a decision or an entry he should pose it to the referee through his coach.)

Starter: The most important single official. If you are able to pay one official, this is the man who deserves it. The starter can make or break a meet. Get an experienced man if possible. If none is available, the coaches involved should train a faculty member or an in-

terested party before the meet.

Judges: Impossible to pay these men since usually from four to eight are required. Get men not actively interested in the outcome of the events, if possible, but do not let this factor deter you from using experienced men.

Get in the habit of having judges on the turns for distance runs and halfway down the course for the dashes. This last is especially essential if the track is not laned. Ordinarily four judges (for each of the four places to be picked) are needed at the finish of all races and at least one on each turn to detect and report fouling.

Two men per event

Two men are required for each field event (although there will probably be some overlapping here, since the shot put and the discus are seldom conducted at the same time).

Timers: This is a spot where trained student personnel may compensate for the shortage of adult officials, but, if at all possible, the head timer should be mature and experienced.

Announcer: Again an aggressive student will fill the bill (cheerleaders do nicely). Provide him with a megaphone and instruct him to announce results from the official scorer's book only.

Scorers: Trained high school boys may serve here, too, but instruction on how to keep score is necessary to avoid errors. Each coach should have his own scorer, one of whom should be designated as official scorer. Instruct the latter to take the results only from the judges.

Clerk of Course: Not an essential official, but a man posted at a table to accept entries, handle the scratches and prevent events from being overcrowded. He contributes much to the smoothness of the meet. This is a clerical assignment a faculty member can usually fill.

Policemen: By all means have police supervision, especially if the crowd is permitted to get close to the competitors. The shot put and the discus are downright dangerous where spectators are allowed to pass back and forth in the line of tosses.

The competitors and judges will also be handicapped if the finish area is not kept clear. A rope ladder

about three feet wide and 30 feet long, held at each end by persons appointed to this job, will assist in keeping the finish line clear. However, police assistance is necessary to back up those in authority.

Doctor: If the school doctor is available to handle all injuries, a great deal of responsibility is taken from the coaches.

Provide each of your officials with a small printed card, outlining his duties and the particular points you would like to have him check. Badges for your officials are of great assistance for purposes of identification. Have your home economics class cut them out of cloth in the sizes desired. Your print shop may take care of the lettering or a commercial printer will do this job for a small fee.

Necessary equipment

Following is the equipment you will need for the meet: First aid kit, trowels (dime store type are perfectly satisfactory), tape for finish line (white yarn is best), tapes for measuring (use steel tapes if possible; cloth tapes are not accurate).

Score sheets and boards with clips attached for judges and scorers.

Two guns and plenty of cartridges (extra gun is valuable if one jams; many paid starters will take care of this item and relieve the person running the meet of a detail).

Four watches (checked for accuracy beforehand; this is a simple detail which may eliminate argument if claim for a new record should be made).

Cross bars and standards (extra cross bars are essential to replace broken ones), two rakes and shovel for pits, lime to mark starting and finishing lines; also passing areas for relays; these items should be covered beforehand; secure the assistance of your parks department for this assignment.

Batons for relays (have extra ones available), tire tape (has many emergency uses), toe board for shot put and discus, steel flags to simplify measuring of discus throws will greatly assist judges in this event and their use is a time saver as well, forked stick for replacing cross bar in pole vault, hurdles.

(Note: It is customary in high school circles for each squad to provide its own discus, shot and pole.)

To add an extra touch to your meet, keep all meet records available. Thus, if a record is broken in any event, it may be announced immediately to the spectators, even though the record may have to be made official at a later date.

(Continued on next page)

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DUNLOP

The order of events will vary with the number of teams entered, which, in turn, bears directly on the question of heats. In dual and triangular meets (or meets where no heats are necessary) the following order of events fits well on the high school level:

1. Hurdles—getting your hurdles off the track at the outset eliminates extra handling.

2. 100-Yard Dash—placed here so that entries in the 100 and 220 may have a chance to recuperate between these two events.

3. Mile Run—no doubling up of entries involved here so this event may be inserted to help space other events.

4. 440-Yard Run.

5. 220-Yard Dash—if contestants entered in the 220 must run in the relay later, there is a break between the two events for a rest.

6. 880-Yard Run.

7. Relay.

The field events may be run in this order:

1. Pole Vault and Shot Put. These events are started first because the pole vault is certain to be the longest single event; shot putters may enjoy a short rest and then go into the discus. (Note: Some officials set up the start of the pole vault a half hour before the time listed for other events.)

2. High Jump and Discus Throw.

3. Broad Jump: Usually can be run off rapidly and fits in well at the conclusion of the meet.

In meets where heats are required, morning and afternoon sessions are essential. This arrangement permits dash men to enter both the 100 and 220 with four races the maximum number any one may run.

Where schools decide, due to bus and time limitations, to run a meet with heats all in one afternoon, the only sound coaching procedure is to restrict entries to one event. Otherwise dash men might be required to run four times in one afternoon.

For meets where heats are necessary, the following arrangement may be used: 200-Yard Hurdles (heats), 100-Yard Dash (heats), Mile Run, 440-Yard Run, 220-Yard Dash (heats), 200-Yard Hurdles (finals), 100-Yard Dash (finals), 880-Yard Run, 220-Yard Dash (finals), Relay.

Rules and regulations

The following suggestions are made to provide a uniform method of running meets.

FOR DUAL MEETS

Track Events: Four entries in all sprints and hurdles if track permits. In all other events, allow unlimited

entries. Have the judges pick four places in all events, giving more boys a chance to win points.

Field Events: It is suggested that the following procedure be adopted in the shot put, discus and broad jump: Four tries for all entries with top five men qualifying for three tosses or jumps in the finals.

In the high jump, start at 4 ft; then raise the bar to 4-3, 4-6, 4-8, 4-10, 5, and a one-inch raise thereafter.

In the pole vault, start at 8 ft; then raise the bar to 8-6, 9, 9-6, 9-10, 10-2, 10-6, 10-9 and raises of three inches thereafter.

It is always permissible for good performers to skip any height if they believe they can continue at the higher heights. This may result in a mutual agreement for a higher starting height.

All measurements for shot and discus should be made with steel tapes. Provision of three steel flag markers for each man in the discus eliminates continual measuring.

In cases of ties in the jumping events (high and pole vault) places should be awarded on the basis of the fewest misses at next lower height. If ties still exists, boy having fewest misses in all jumps should be awarded the place.

FOR GROUP MEETS

Track Events: Two entries in all sprints unless heats are required, in which case allow three entries.

Three entries in hurdle races where heats are required; if track is wide enough and sufficient hurdles are available so that no heats are essential, limit entries to two men.

Three entries in all other events. In the distance races only the No. 1 and No. 2 men shall take positions on the starting line. The No. 3 men form a second starting line behind them. This prevents boxing or hindering star runners by entries with little chance of winning.

In relay races, points should be awarded to one less team than the number entered in the event.

Field Events: Shot put, discus and broad jump: Four tries for all entries, with six top men qualifying for three additional tries in finals.

In all group meets, score five places as follows: 5, 4, 3, 2, 1 (points).

Use aforementioned dual-meet procedure for measuring shot and discus throw, raising bar in jump events, and breaking ties in these events.

Needless to say, make sure to have a copy of the rules book on hand (at central information center) to settle any finer rules disputes.

Wartime Wrestling

(Continued from page 13)

croch so that the hands come under buttocks. When his arm is locked, be sure that your elbow is pressed against his face. The arm lock and the pressure on head are painful.



Fig. 73



Fig. 74

Key Lock (Fig. 73). One of the most effective ways to hold a man for a long period of time. To cause real discomfort, add pressure of knee to back while key lock is being applied. Note how the arms are locked.

Body Scissors and Smudge (Fig. 74). The scissors should be taken high and legs crossed with pressure. Put the pressure on the ribs. Lie on the near arm. To cause real pain, pull the head and twist. A good scissors and hard pressure will cause extreme discomfort.

Cross Scissors and Strangle (Fig. 75). Very effective for subduing a prisoner. This hold is taken when rolling on the ground. Complete unconsciousness will result from the double pressure.

Double Arms and Body Lock (Fig. 76). After getting opponent on ground, apply double arm pressure and use body press to keep him down. To quiet him completely, roll your right side on his face and use pressure. Roll his head to one side so he cannot bite.

Leg Strangle and Hammer Lock (Fig. 77). This is a painful punishing hold. The pressure on the neck is sufficient to cause immobility and unconsciousness. The addition of the hammer lock arm pressure in the rear causes more pain.

(Concluded on page 32)



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McArthur school gym towels have earned an enviable reputation for long life . . . satisfaction . . . economy. More and more high schools and universities using McArthur Gym Towels as standard equipment. Write for descriptions and prices.

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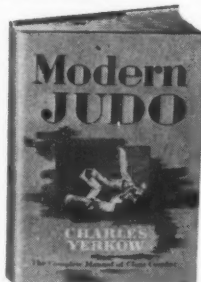
By Charles Yerkow

MANY books on hand-to-hand fighting are based on *tricks*. They assume that your opponent is going to do exactly what you have been taught he SHOULD do. Well, most times he won't! That's when you have to know the *basic principles* of modern Judo—

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New Books

WARFARE AQUATICS. By Dr. Thomas Kirk Cureton. Pp. 176 (11 by 9 in.). Illustrated—photographs and drawings. Champaign, Ill.: Stipes Publishing Co. \$2.59.

THERE may be a few controversial points concerning the training of our Armed Forces. But no one will question the emphasis on swimming skill. Time and again this war has proven that every man in the armed services should know how to take care of himself in the water and under all conditions. Yet, some 45 percent of those entering the services cannot swim a stroke, while another 40 or 45 percent can stay afloat only a few minutes.

Because training facilities at Army and Navy stations are limited and time is short, the chief responsibility for aquatic instruction must revert to the schools and colleges.

In *Warfare Aquatics*, you'll find a splendid course that will expedite the interest and kind of training needed. Prepared by Dr. Thomas Kirk Cureton, the distinguished aquatic authority who is associate professor of physical education at the University of Illinois, the course has been tested and found wholly practical.

The book is breathtaking in scope and covers the subject with the thoroughness and systematized efficiency that are Dr. Cureton's trademarks in the world of aquatic texts.

The Illinois professor has organized his volume into 14 sections, namely: Warfare Aquatics, Needs and Scope; Brief History of Swimming in War; Basic Strokes for Seaworthiness; Military Formation Swimming and Signaling for Help; Jumping In, Swimming Underwater and Climbing Out; Long Immersion, Artificial and Natural Buoyancy; Swimming With Weights, Guns and Equipment; Assists, Pool Lifts and Land Carries; Water Wrestling; Aquatic Activities for Physical Conditioning; Resuscitation and Water First Aid; Teaching Others to Swim; Safety Regulations for Pool and Open Water; and Appendix.

Each section is broken down into numerous sub-headings and illustrated exhaustively.

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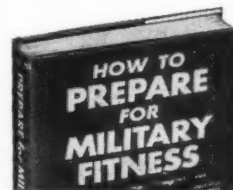
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Carl M. Baumann, chairman of the physical education department at West Side High School, Newark, N. J., outlines the motivation test he is using in his physical fitness track and field program.

IN KEEPING with the trend towards challenging activities, West Side High School has been motivating its physical fitness track and field program with a simple but challenging testing device. The test is not predicated upon height, weight, and age exponents, thus eliminating elaborate clerical detail.

An important consideration in the administration of this test is the simplicity of computing achievement. A score of one point is given if the pupil meets the first-quartile requirements; two points for second-quartile achievement; three and four points for achievement in the lower quartiles.

Thus, the boy's total may range from a perfect score of five points to a low (which is really a high) of 20 points. In short, the idea is to score as few points as possible.

Because of the climatic conditions in this area, the testing program begins the second week of April and ends the early part of June. The conditioning period leading up to this test is gradual and progressive, to insure satisfactory end results in the way of endurance, judgment of pace, and agility.

The events include the 100-yard dash, 440- and 880-yard runs, running broad jump, and running high jump.

The physical education classes train for this test three periods a week, each period being of 40-minutes duration. To avoid strain and stiffness in the 880-yard run, the following developmental routine is used:

1. First day — alternate jogging and running in 100-yard stretches.
2. Succeeding days—the running stretches are increased gradually, with a careful check for the appearance of stiffness and fatigue. As the condition of the pupil improves, the walking interludes are reduced until the full distance can be run without strain.
3. At this point the class is divided into three groups. The stronger pupils are encouraged to maintain a 20-second pace for each

(Concluded on page 32)

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|--------------|---------|----------------------------------|---------|------------|-----------|
| Divisions | 100 yd. | 440 yd. | 880 yd. | Broad Jump | High Jump |
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| 2nd Quartile | 12.2 | 67 sec. | 2.45 | 15.5 | 4.6 |
| 3rd Quartile | 12.7 | 70 sec. | 2.55 | 14.5 | 4.0 |
| 4th Quartile | | Achievement below third quartile | | | |
| | | JUNIOR CLASS | | | |
| 1st Quartile | 11.8 | 65 sec. | 2.38 | 16.3 | 4.8 |
| 2nd Quartile | 12.4 | 69 sec. | 2.50 | 15.5 | 4.2 |
| 3rd Quartile | 12.9 | 75 sec. | 3.00 | 14.5 | 3.9 |
| 4th Quartile | | Achievement below third quartile | | | |
| | | SOPHOMORE CLASS | | | |
| 1st Quartile | 12.2 | 67 sec. | 2.40 | 16.0 | 4.6 |
| 2nd Quartile | 12.6 | 72 sec. | 2.52 | 14.1 | 4.2 |
| 3rd Quartile | 13.4 | 76 sec. | 3.05 | 13.2 | 3.8 |
| 4th Quartile | | Achievement below third quartile | | | |
| | | FRESHMAN CLASS | | | |
| 1st Quartile | 12.4 | 69 sec. | 2.48 | 15.6 | 4.6 |
| 2nd Quartile | 13.0 | 74 sec. | 3.00 | 14.5 | 4.0 |
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(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 32 ARE OTHER LISTINGS AND FORM FOR SIGNATURE

Wartime Wrestling

(Continued from page 29)

Play dead. Assume an unnatural position. Do not look too comfortable; never lie on back; always face down. Do not show face if possible; do not move. Control breathing. As your opponent steps over you, kicks you, or walks around you, wait until

he crosses or passes, then attack. There are many methods of "dead attacks":

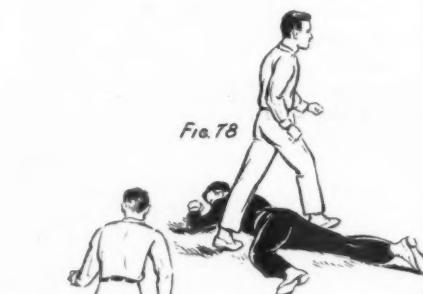
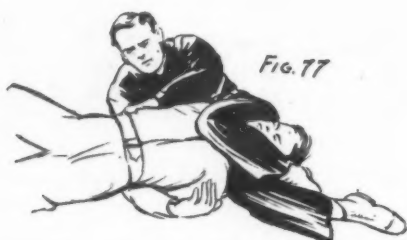
1. Note in Fig. 78 how your enemy has stepped over you (a foolish movement on his part). Roll in toward him quickly and catch his legs and ankle (Fig. 79). With proper pull and push bring him to the ground face down. Secure position on top of him and tie him up with

legs or arms. (Fig. 80), use knee to back and keep him quiet and down.

2. If he steps near head, make quick spin and grab ankles as in Fig. 63.

3. If he steps toward feet, use quick scissors on his legs.

4. If he moves on and does not come near you, do not wait too long, but use flying tackle to get him down from the rear.



Motivation Tests

(Continued from page 31)

110 yards, which represents a 2:40 half mile.

This is accomplished by starting the group as a whole and, by means of a whistle, indicating each 20 seconds. The boy tries to hit the 110-, 220-, 330-, and 440-yard markers at the sound of the whistle.

The second group is given a 22-second pace to work on and the third group a slower pace.

As the training period progresses, it becomes evident to the boy whether he can step up a notch or two. From here on, the responsibility for determining his best pace is up to him. Many boys, for the final test, are able to hit 18- and 19-second paces.

This conditioning also prepares the boy for the 440-yard run, where a short period of faster-pace training supplements the endurance gained in the preparation for the 880-yard run. Now that his legs and wind are developed, the boy is ready for the 100-yard dash.

The training in track events consumes a portion of the lesson. The remaining time is devoted to a course on the skills of the two field events.

The standards for this testing program were established from a check on the entire student body.

The curve of frequency was established on a four-quartile basis to conform with the method of grading in the Newark schools. The first quartile should represent 10% of the total participants, the second quartile 40%, the third 40%, and the fourth 10%. No failures are recorded as long as the boy is making a satisfactory effort.

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(See page 31 for other listings)

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NATIONAL SCHOLASTIC INTRAMURAL Tennis Tournaments

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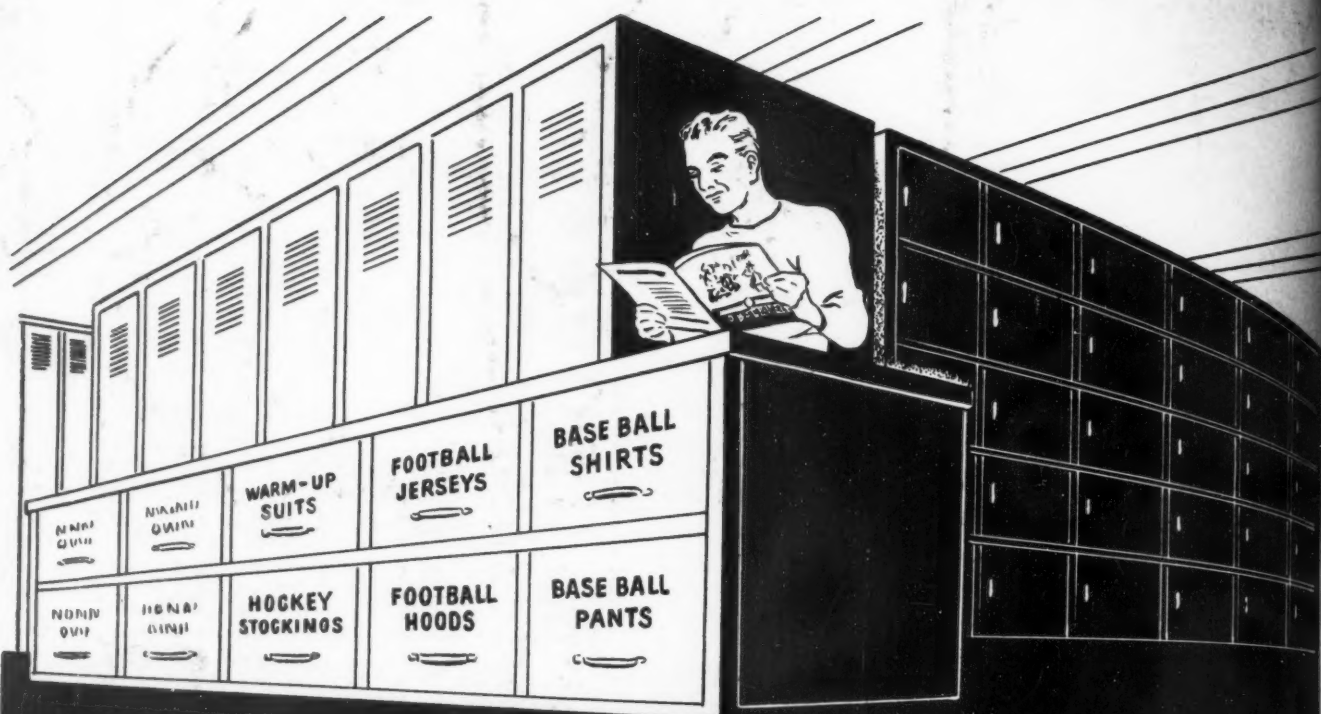
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